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Volume 10

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IS A PSYCHIATRIC INTERPRETATION OF THE GERMAN ENIGMA NECESSARY?

THEODORE ABEL
Columbia University

HITLER'S coming into power and the train of events which followed his rise have shocked and puzzled a great number of people. How could Nazi-ism become the ruling passion of the German people? Why are Germans so unreasonably aggressive? What accounts for their ruthless treatment of non-Germans? These and similar questions have defied an answer in terms of motives and attitudes with which we are familiar. From this failure of common-sense explanation rose the myth of the German Enigma.

The enigmatic conduct of Germany, suggesting unusual or hidden motives, would naturally stir the psychiatrist to action. Indeed, a number of practitioners of the psychiatric approach have attempted to solve for us the enigma of German behavior. Two examples will suffice to give us the general drift of psychiatric arguments. The first example is the psychoanalytical interpretation of Schuman.

THE VIEWPOINT OF SCHUMAN

According to Schuman,¹ Nazi-ism is a psychological malady with which the post-war middle class in Germany—as a group—was affected. "In the program of the Nazi party it found solace for all its woes, forgiveness of all

sins, justification for all its hatreds, scapegoats for all its misfortunes, and a millennial vision of all its hopes."

Elucidating in detail the manifestations of this collective neurosis, Schuman employs the whole gamut of Freudian concepts.

The discontent of the lower middle class he attributes to a denial of normal and satisfying expression of the *id-drives*, and aggressiveness to a weakened *super-ego*, as a result of which sin became fashionable.

The nationalistic feeling is traced by Schuman to a *castration* phobia emanating from World War I, which "brought about the amputation of various parts of the Fatherland and its reduction to impotence."

The prevailing opposition to the Weimar Republic he explains by the fact that it offered neither adequate *mother symbols* nor adequate *father symbols*. The conciliatory policy of the Weimar regime was distasteful to a patriotism which was castrated and impotent and had need for the *phallic symbol* of the bloody sword as an emblem of recovered strength.

The popular acceptance of Hitler's leadership is interpreted by Schuman as the most complete expression of the *pathological regression to infantilism* of the lower middle class. "The citizens of the new Germany," writes Schuman, "were to be safely nestled in the all-embracing arms of the deliverer. If

¹ Schuman, F.—*The Nazi Dictatorship*, New York, 1935.

the neurotic burgher could not quite return to the dark unconsciousness and the complete security of the unborn foetus in the womb, he could at least become once more a little child, his whole life controlled for him by a stern and loving father."

In line with this analysis it would be Schuman's contention that the conduct of Germans is an enigma to us because we expect them to act like normal human beings. Actually, they are suffering from a collective neurosis, and the mainspring of their conduct is imbedded in the unconscious—in the disorganized and pathological personality of an entire class of the German population.

Dr. Schuman's argument sounds plausible; yet it has a deceptive ring. On a crucial point Schuman lets us down. He fails to give us any evidence of the presence of the well-defined clinical symptoms of Freudian mechanisms. He reasons simply by analogy and by means of verbal substitutions. For example: a patriotic German is emotionally aroused by the fact that valuable provinces have been severed or cut off from the Reich through the Versailles Treaty. "Castration" is a term analogous to "severed" or "cut off." Thereupon Schuman ascribes the national feeling which animated many Germans to "castration phobia," although there is nothing whatever to indicate the presence of the characteristic symptoms of this complex. Further, the wish for a strong leader can be described—figuratively speaking—as a desire "to nestle in the all-embracing arms of a deliverer." In turn, "nestling" suggests the analogy to an infant seeking protection. Having made these verbal substitutions, Schuman concludes that the support of Hitler is a case of regression to infantilism.

THE VIEWPOINT OF DR. BRICKNER

A less Freudian, more circumspect interpretation is furnished by Dr. Brickner. From his analysis it could be assumed that the conduct of Germany is an enigma to us because the attitude dominating German culture, its mores and institutions is radically different from ours. In his opinion the dominant cultural attitude of Germans is paranoid. It manifests itself in such symptoms

as: systematic megalomania, intense preoccupation with status, sense of persecution, retrospective falsification, mysticism, lack of humor, oversuspiciousness directed towards other nations. In contrast, our dominant cultural attitude, which is based on belief in democratic institutions, he regards as essentially non-paranoid. We cannot understand the Germans, as they have a paranoid culture and therefore react differently than do we to the same stimuli.

According to Dr. Brickner,² the paranoid trend in German culture has existed for over one hundred years; Nazi-ism is merely the current expression of this trend. Although the trend is cultural, it has the same implications as of the individual paranoiac. In addition, it is chronic and contagious.

By calling German culture paranoid and our own way of life non-paranoid, Dr. Brickner plausibly accounts for the fact that the behavior of Germans appears an enigma to us. Yet the enigma itself is not explained; in fact, Dr. Brickner makes it more obscure than ever. He tells us in unmistakable terms that because the German cultural attitude is paranoid it does not follow that every German is paranoiac. Even the conveyers of the paranoiac culture—the Nazis, Junkers and army officers are not necessarily paranoiacs. Thus, we witness the strange spectacle of paranoiac behavior without a neuro-psychological basis; that is, a whole people behave as do individual paranoiacs, yet are not afflicted by paranoia.

If such is the case, what advantage is there in calling German culture paranoiac? In justice to Dr. Brickner it should be pointed out that he is not interested in causes, but is concerned with the post-war treatment of Germany. In line with his diagnosis, he advocates for Germany the same kind of therapeutic treatment as that given to an individual paranoiac—primarily, isolation and a prolonged educational program. It should be clear, however, that such therapy can be effective only if *by chance* the unknown causes of the peculiar trend of German culture are eliminated. Dr. Brickner's analysis

² Brickner, R. M.—*Is Germany Incurable?* Philadelphia, 1943.

offers no guaranty that his treatment will produce this elimination. In fact, it is quite possible that his deliberate failure to consider causes may have put him in the anomalous position of a physician who treats the fever of a patient and brushes aside any such possibility as an infected tooth which may be causing the fever.

CRITIQUE OF THE PSYCHIATRIC APPROACH

The examples of Schuman's and Brickner's psychiatric interpretations of the German enigma reveal a common weakness in this approach to social phenomena. Psychiatric concepts are concepts of *individual* psychology. If we apply them to institutions and collective behavior without concerning ourselves with the clinical symptoms or the neurological basis which they imply, we may produce some brilliant fireworks, but we do not provide illumination. Our ability to understand, to predict and to control are derived from our knowledge of causes; reasoning by analogy is no substitute for causal analysis.

There is one other point which warrants criticism. Implied in the theses of Schuman and Brickner is the assumption of a *collective* personality, which could be described in terms of individual, personal disorder. But do social groups and classes of society have a personality of the same structure as the personality of an individual? At present we have no shred of evidence that this is the case. In view of this, the attempt to explain the German enigma by the "neurosis" of a social class, or the "paranoia" of a culture is equivalent to explaining one unknown by another.

In dealing with social problems, we should always bear in mind the dictum of the great French sociologist Durkheim,³ namely, "social facts must be interpreted by social facts." This rule teaches focusing our attention first of all on historical processes, on aspects of social structure, on group mores, and on sentiments for clues to causal factors. The logical rider to this rule is that only if we fail to obtain a satisfactory explanation

in terms of social processes should we go beyond the realm of social facts and invoke the aid of psychology, physiology, and finally, should these fail physico-chemistry.

Hence, prior to attempting any further experiments with the psychiatric approach we should first ascertain whether its application is necessary. At present it does not seem warranted. Many researches which follow Durkheim's rule are still in progress; new avenues have yet to be explored. The results achieved thus far are promising and point to the possibility of a satisfactory solution in due time.

There are several hypotheses with which social scientists studying the German problem are working. In my opinion the most promising of these is the hypothesis first suggested by Thornstein Veblen.⁴ Should it be proved, it will make recourse to the psychiatric approach superfluous.

THE NATURE OF THE GERMAN ENIGMA

I shall give a brief presentation of this hypothesis by way of clarifying the nature of the German enigma. A list of things puzzling people about Germany would include the following: aggressiveness and militarism, devotion to a leader, docility and discipline, dislike for democratic institutions, belief in German superiority, persecution of the Jews, the torture of victims in concentration camps.

The question is, is there a single item on this list which is uniquely German? The answer is "no"! At all times—in some place, and in all places—at some time, we find groups which were doing, wanting and believing the things we are witnessing in Germany. In particular, aggressiveness, allegiance to a leader and the discipline synonymous with solidarity are well-nigh universal attributes of such groups. But perhaps the Germans are more aggressive than are other nations? Professor Sorokin⁵ has answered this question. He gives us comparative percentages of years at war by leading European nations from the 12th to the 19th centuries. Heading the list is Spain with 67

⁴Veblen, T.—*An Inquiry into the Nature of Peace*, New York, 1917.

⁵Sorokin, P.—*Social and Cultural Dynamics*, Vol. III, New York, 1937, p. 352.

³Durkheim, E.—*Rules of Sociological Method*, Chicago, 1927.

per cent, closely followed by Poland, England and Russia. At the bottom of the list is German with 28 per cent, preceded by Italy with 36 per cent. For the 19th century Russia is at the top of the list, with England a close second. Again, Germany is at the bottom of the list. But perhaps the Germans were more vicious, more ruthless in their aggressiveness? Concerning this phase, Professor Hearnshaw⁶ informs us that in the wars of 1400-1800 England, France and Spain, who were then the aggressors, displayed the same qualities of "pugnacity, perfidy, selfishness, aggressiveness, lust for dominion and power which we attribute to Germany today."

Let us consider some other items on the list. With the exception of Holland, every nation of which part of its population consisted of Jews persecuted them at one time or another. The records of England in the 13th century, of Spain in the 15th, and of Russia in the 19th, are as black as the German record of the 20th.

Finally, the sadism of the concentration camp finds its match in the sadism of the Spanish Inquisition and innumerable other cases of torture throughout the ages.

Surely, to anyone acquainted with history the fact that a group behaves as the Germans do cannot call forth surprise. The possible ways of response which have been repeated innumerable times in the past should not puzzle us. It is therefore clear that the German conduct as such is not enigmatic.

If we are puzzled by German conduct it is not because of its existence, but because it exists in the XXth century and is practiced by a nation which ranks exceedingly high in intellectual and cultural achievements. It is the anachronism which disturbs us. To wage aggressive warfare, to desire the subjugation of other people, to live under an authoritarian regime—all this seems to be out of tune with modern times, in which the tendencies are toward individual freedom, growing interdependence of nations, and the need for internationalism.

⁶Hearnshaw, F. J. C.—*Germany the Aggressor Through the Ages*, New York. 1942. p. 84.

It is this anachronism—this backwardness of German conduct—which forms the core of the German enigma.

THE HYPOTHESIS

At the close of the Middle Ages two lines of social development were historically possible. First, a nation could break with the past, discard traditional values, develop new institutions. This possibility was most thoroughly realized by France and England. Secondly, a nation could retain its old values and institutions, merely adapting them to changed conditions. This possibility has been most thoroughly realized by Germany.

Germany is not backward in its development. It has merely developed differently than did some of the other European nations and the United States. However, this development meant that Germany retained many systems of values, sentiments and traditions which were abandoned by other nations. Consequently, the Germans continue to act in ways which were once recognized and approved by other nations, but which they now consider strange and undesirable. For the same reason, while the words they use are the same, the Germans speak a different language. They do not understand our mores; we *no longer* understand theirs. They brand us decadent; we call them wicked.

Specifically, what characterized the difference between Germany and the Western Nations? Mainly this: By thorough, often bloody, revolutions, the Western Nations have eradicated the institutions of feudalism. The nobility and clergy were dethroned. In their place the bourgeoisie became the ruling class, although the competition for power afforded by the rising labor class prevented the former from establishing their own version of absolutistic rule. Representative government or the two-party system constitutes its political doctrine. Its economic doctrine embraces capitalism and laissez faire. The four freedoms comprise its social doctrine.

In contrast, Germany never had a "social" revolution. It carried over feudalism from the Middle Ages to the 19th and 20th centuries. While Germany enacted many re-

forms, they were merely operations which stream-lined feudalism for modern use. Its essential features were retained. The ruling class did not change, and the feudal barons, in modern garb, remained in power. The political doctrine of this class is the monocratic state, based upon allegiance to a dynast or "Fuehrer," and a hierarchy which pervades the whole structure of the nation. Its economic doctrine is patrimony, the benevolent state—with the economic interest subordinated to the political interest of the state. Its social doctrines are: authority, duty, honor, and the dictum that the individual is the servant of the state.

This state of affairs produced many forms of adjustment which are peculiar to Germany. The most characteristic of these are:

1. Preoccupation with status, conditioned by the hierarchical structure of German society.

2. Subservience and political ignorance of the masses, fostered by the authoritarian-patrimonial nature of the regime in Germany.

3. Finally, a strong ethnocentrism inducted by a sense of isolation which accompanied the divergence of Germany from the trend of social development in Western Europe. Under tension, as in this war, such ethnocentrism becomes extreme. The German people regard themselves as a master race, while non-Germans are considered as a different species, which permits their being treated without the restraint of moral obligations. In this instance we are witnessing not merely a case of the survival of feudalism, but a return to the primitive forms of tribalism.

These are two different worlds which I have just described—worlds operating on the bases of different premises, and, naturally, the behavior of one differs widely from the other.

There still remains the question of what caused Germany's pursuit of a form of development different from that followed by the Western Nations.

On this point our researches have not progressed sufficiently to permit a definitive answer. However, the evidence we have

available leaves no doubt but that the question can be answered by the concepts and methods of social analysis.

The first thing to which our attention is drawn is the fact that many things happened to the Western Nations to which Germany was not a party, and vice versa.

1. England and France achieved national unification in the 16th century. Germany, even as late as the middle of the 19th century, was a conglomeration of hundreds of principalities.

2. France and England were world empires and were thus subjected to an intensive process of cultural diffusion. Germany, except for the Hansa cities, was land-locked. There was little internal mobility as travel from one principality to another was difficult. Consequently, Germany was extremely provincial.

3. France and England were victorious aggressors. Up to the time of Frederick the Great Germany was always the victim. The Western Nations grew rich and prosperous while German lands were devastated and the country de-populated. The Thirty-Years War alone killed three-fourths of the German population, scorched the country and left ruins which took several generations to rebuild.

4. France and England were industrialized by 1840. Germany did not undertake industrialization until 1890. Until then it had needed no markets. When Germany found it needed them, it discovered they were already occupied.

From these facts we can see that the same historical events affected Germany differently than they did the Western Nations. Lack of opportunity, continued internal strife, the burden of upholding the fiction of the Holy Roman Empire and the poverty of the country obstructed the development of those conditions in Germany for the establishment of which other nations had broken with the past.

As events showed, the forces of feudalism in Germany became the saviors of the nation and made it a world power. The recovery of Germany following the Thirty Years War resulted from the leadership of the Prussian

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kings. The organization which they created to accomplish this feat became cherished German institutions. These were feudal to the core, but because they worked they were perpetuated.

Germany's position in Europe, the fact that the nation ceased to be a pawn in international politics, the final unification of Germany under Bismarck—all this was achieved by the sword. Hence the military caste established itself as the mainstay of the ruling class in Germany. This caste became the arbiter of what was desirable and proper; it held the highest prestige value. This entire set-up was feudal to the core, but it perpetuated itself because it produced results.

Due to special circumstances which prevailed in Germany, the state became the promoter of economic activity. It did not stop there. The control of the state reached into all aspects of German life. The church, the school, the family—all were drawn into its orbit. The structure of the state was patrimonial; thus, feudal to the core. It perpetuated itself because it brought order and prosperity.

THE RISE OF NAZI-ISM

In conclusion I should like to answer one more question. What bearing does the hypothesis have upon contemporary events? What light does it throw upon the rise of Nazi-ism and the outbreak of the present war?

If my hypothesis is correct, it should be possible to account for these happenings as the results of actions directed toward the perpetuation of the established order. A vast amount of material in support of this contention is available. I have space for only a bare outline of evidence.

In 1918 the German army was defeated. Sociologically speaking, this meant that the ruling class, failing the nation for the first time, was in danger of losing its position of dominance. For a time it was paralyzed, and the leaders of a rather chaotic and pointless uprising—called the "November Revolution"—took over the reins of government.

However, the ruling class soon recovered

from its initial shock. When it went into action, its first move was to direct its efforts to lifting the odium of defeat from the military caste. This was accomplished by an adroit maneuver which forced the new government to perform the humiliating task of signing the Armistice, and later the Versailles Treaty. At the same time the idea was broadcast far and wide that the army was "stabbed in the back" and never defeated. This interpretation was readily accepted by the German people.

Next came the task of preparing for the return to power and a victorious finish to the war which was merely regarded as "temporarily suspended" by the armistice. What happened in Germany after 1920 tells the story of the come-back staged by the ruling class.

Favorable circumstances soon restored the army to a controlling position. The new government was unable or afraid to cope with chaotic conditions in Germany. In 1919 it called back the army to restore order; and so, while "the Kaiser went, the Generals remained." It also soon became apparent that in addition to the generals many more of the old regime remained. The conservative and loyal personnel of the state bureaucracy virtually remained intact. The judiciary was not re-manned, and the controls of industry and banking remained in the same hands. These circumstances gave the ruling class the springboard necessary for its return to power.

The problem of restoring the economic life of the nation was easily solved. We helped generously with loans, with which the German military potentiality was rebuilt and renovated. An inflation was staged to wipe out internal indebtedness. Later, when the depression hit Germany, recovery was obstructed so that the republican regime would be thoroughly discredited in the eyes of the people.

In the meantime, secret training of troops was carried out in the vast forests of Prussia, and the Russians obligingly permitted the German staff to build factories on Russian soil, in which new weapons were manufactured and tested. The underground

Fehme court saw to the elimination by violence of all obstructionist and potential informers.

One all-important task remained for the final coup which was the abolition of the republican regime—the task of regaining popular support.

The situation was promising. Throughout Germany hundreds of groups had sprung into existence, the leaders of most of which were former army men. The vigor and effectiveness displayed by these groups clearly indicated the ground was favorable for a popular nationalistic movement.

Among these groups was one whose propaganda was particularly successful. It was led by a tireless and shrewd organizer, an effective orator—a former corporal named Hitler. By 1923 his group was so powerful that it staged a march on Berlin in an attempt to drive the republican regime out of office. The march failed, but Hitler became a national figure.

He became the favored candidate of the ruling class for the position of leader of the popular movement they desired. Other nationalistic groups were ordered to join the Hitler party. The army furnished instructors for storm troopers; industrialists placed millions at Hitler's disposal. The courts closed their eyes to the crimes of his followers. Professional groups and bureaucrats joined national-socialist units. Since 1930 even the Reichstag had been dominated by Hitler, and his most ardent party members held important government posts.

However, the support of the ruling class alone did not account for Hitler's success. Hitler was able to win the allegiance of millions of Germans because he appealed to deeply rooted sentiments and traditions. What was said and done by him and his party members was familiar to Germans. It was something to which they were accustomed and of which they approved, because they associated it with the period prior to 1914 when Germany was strong, orderly and prosperous. The new order had brought nothing but disappointment and humiliation. To the many who bore these sentiments, the return to the old order—streamlined by

National Socialism—appeared to be the perfect solution.

Hitler did not have to sell his ideas to the German people. He spoke the language of the majority. His goals and most of his methods were in accord with the mores of a nation which chose to perpetuate the institutions of feudalism. He did, however, have to sell himself and his aims to enable his party to become the sole group in power in Germany. In this he succeeded through brilliant leadership and the connivance of the ruling class who wished to use him as its tool.

Hitler in power did not disappoint the German people. He gave them the regimented life to which they were accustomed; he eliminated unemployment; he rebuilt the army; he again awed the world with German might.

The old order—hierarchical, authoritarian, patrimonial—was reestablished in full force. One thing remained to crown this achievement: the unification of Europe under German rule, which had been the goal of the ruling class in 1914. More room, more resources, more slave workers for Germany were needed to acquire sufficient power to face England and the United States for a showdown on world domination.

The motive for aggression was there—and the opportunity. The world was unprepared, was unwilling or incapable of uniting against the German menace. The occasion for action arose when Poland challenged Hitler. The German army struck a mighty blow, which by only a hair's breadth fell short of being decisive.

Again Germany is defeated. Will a genuine social revolution follow in the wake of military disaster this time? There is nothing to support the expectation of such a development. While the Germans are pained and bewildered, it seems that once again the mores and sentiments which they nurture will remain unaffected. All evidence points to the fact that the ruling class has prepared to continue its rule. A new version of the "stab-in-the-back" explanation is being spread. Preparations have been made to go underground and secretly govern Germany during the

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period of occupation. When the appeal to patriotism is not heeded, collaborationists and defeatists are ruthlessly eliminated. Intrigues aiming at new post-war alliance are already underway, and the technical ground work for rapid recovery of the military potentiality has been laid.

There is little ground for hoping that two unsuccessful wars will teach the losers their way of life is wrong. They can hardly be expected to regard their beliefs and institutions as false because the victors disapprove of them. Neither punishment nor education will break the solidarity between the group and its leaders.

In my opinion there is only one condition which might deflect the social development of Germany into new channels. This condi-

tion is a working international organization. When Germany eventually earns its place as an equal member in such an organization, it is possible that the German people, through their participation, will derive benefits which will enable them to satisfy their needs in a way preferable to the one employed heretofore, namely, by self-reliance. A steady rising standard of living, resulting from international cooperation, could in itself materially contribute to the development of a new cultural attitude in Germany.

Treating Germany for paranoia will not do it, neither can the psychoanalyst be of help in a situation where only a drastic change of the basic conditions of living can tip the balance in favor of a social reconstruction of Germany.

ESTATES, SOCIAL CLASSES, AND POLITICAL CLASSES

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THERE are few subjects of such paramount significance to the social scientist that have remained in so ill-defined a condition as that of class. We cannot, for instance, comprehend clearly what is meant by the concepts "social stratification," imperialism, ruling class, race conflict, fascism, communism, and so on unless we know what classes are and how they function. At any rate, the literature on this subject is extremely confused.

There seem to be two principal reasons for this confusion: (a) a non-realization that different writers may refer to quite distinct social phenomena under the same designation class, and (b) a tendency to disregard one of these phenomena altogether. In this article we shall hope to distinguish two primary meanings of the concept class and to characterize them briefly. To one of these meanings we shall apply the term *social class* and to the other *political class*. A brief reference to social estates is intended to clarify our discussion.

THE LITERATURE

First, however, it may be well to take a running view of the literature. The two published volumes of the "Yankee City Series" are the most elaborate attempts to study social classes in the United States.¹ Here the authors accumulated a considerable quantity of data which are supposed to characterize "six social classes and seven different kinds of social structures." In an earlier study by A. M. Carr-Saunders and D. Caradog Jones of "the social structure of England and Wales"² no social classes could be discovered. The authors inquire: "Do social classes exist? We hear less than formerly of the 'upper,' 'middle,' and 'lower' social classes. We do, however, hear much about 'class consciousness' and 'class war-

¹ W. Lloyd Warner and Paul S. Lunt, *The Social Life of a Modern Community* and *The Status System of a Modern Community*, New Haven, 1941 and 1942 respectively.

² *A Survey of the Social Structure of England and Wales*, London, 1927.

fare.' If class warfare is a fact, it should be possible for the statistician to estimate the strength of the battalions ranged against each other."

In a critical discussion of Warner and Lunt's book, *The Social Life of a Modern Community*, C. Wright Mills suggested that the authors might have been saved many a serious error had they consulted the theoretical work of Max Weber on social classes.³ Mills himself, however, seems to have been lost in the detailed characteristics of social classes, and the fundamental question as to whether social classes should have been found at all by the authors is never broached.

R. M. MacIver also admits his reliance upon Max Weber for his discussion of the subject. Says he:

We shall . . . mean by a social class any portion of a community which is marked off from the rest . . . primarily by social status. . . . It is the sense of status, sustained by economic, political, or ecclesiastical power and by the distinctive modes of life and cultural expressions corresponding to them, which draws class apart from class, gives cohesion to each, and stratifies the whole society.⁴

In illustrating this concept Professor MacIver asserts "the owner-farmer and the tenant-farmer (in North America) . . . form a social class as we have defined it," and says further:

A broader class distinction may be asserted in the name of the pride of race, such as that between the West European stocks and the "new immigrant," between Gentile and the Jew. But these barriers do not create clearly defined social classes, and some of them seem to be transitional lines, becoming less determinative in the degree in which cultural differences between groups are merged in the new environment. Only the racial barrier of color completely resists the triumphant claim of wealth to be at length the chief determinant of class, and this defeat is less decisive because of the general poverty of the colored people.⁵

In a way typical of the majority of American and English social scientists, MacIver

questions the position of writers on the class struggle. "It should be observed," he emphasizes, "that we have not defined social class in purely economic terms. This alternative mode of definition, generally maintained by the followers of Karl Marx, stresses a very important factor that commonly underlies class distinctions, but it is inadequate sociologically."⁶ More specifically he declares: "Certainly in countries of western civilization the Marxist dichotomy is too sweeping to fit the facts of the class system. So broad a division and so sharp a cleavage are more applicable to a feudal order, such as that of pre-revolutionary Russia, than a complex industrialized society."⁷

Indeed, Karl Marx and Frederick Engels are extremely provocative. Although they gave no clear definition of class, the authors never changed significantly from the following position taken during the middle of the last century:

The history of all hitherto existing society is the history of class struggle. Freeman and slave, patrician and plebeian, lord and serf, guild-master and journeyman, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended either in a revolution, reconstitution of society at large, or in common ruin of the contending classes. . . . The modern bourgeois society that has sprouted from the ruins of feudal society has not done away with class antagonisms. It has but established new classes, new conditions of oppression, new forms of struggle in place of old ones. Our epoch, the epoch of the bourgeoisie, possesses, however, this distinctive feature: it has simplified the class antagonisms. Society as a whole is more and more splitting up into two great battle camps, into two great classes directly facing each other: Bourgeoisie and Proletariat.⁸

This is the kind of thinking that probably most social scientists refuse to digest; it has prejudiced them against the Marxists. At any rate, H. H. Gerth and C. Wright Mills think that Max Weber has completed Karl

³ See *The American Sociological Review*, 7:262, April, 1942.

⁴ *Society*, New York, 1937, p. 167.

⁵ *Ibid.*, pp. 170-71.

⁶ *Ibid.*, p. 167.

⁷ *Ibid.*, p. 177.

⁸ *Communist Manifesto*, Charles H. Kerr & Co., Chicago, pp. 12-13.

Marx' unfinished definition of class.⁹ Marx had begun a definitive statement in the last pages of *Capital*. The fact seems to be, however, that Weber's work itself is unfinished.¹⁰

Weber gives no clear definition of class.¹¹ He recognizes many types of class: "possessing or property class," "earning or income class," and subdivisions of these, but here class becomes a classification rather than a sociological concept. Moreover, such passages as the following call for basic clarification:

The organization of classes purely on the basis of property is not dynamic, i.e., it does not necessarily lead to class struggle and class revolution. The decidedly positively privileged property class of slave owners often exists side by side with the much less positively privileged class of peasants, even with the "declassé," frequently without any feeling of class antagonism. . . . A classical example of the lack of class antagonism was the relation of the "poor white trash" to the planters in the Southern States. The "poor white trash" was far more hostile to the Negroes.¹²

Probably no writer has stated this subject so intelligibly as Werner Sombart. He distinguishes between estates (Stände), "social

classes," and (in our meaning) "political classes." To him "estates are large unions based upon a community of living, and organically integrated in a community; classes [political classes], on the other hand, are large individualistic unions held together externally by common interests in an economic system and mechanically integrated in a community."¹³ Estates develop naturally as a function of community life, but they are essentially legal entities. "To this inner nature the estate owes its political significance: it becomes almost everywhere a *legal community* and is integrated as such, with certain tasks, in the whole of the state. . . . The estate feels itself as being a part of a great organism, to whose aims it subordinates its own aims."¹⁴ Quite different from the estate is the social class (political class):

The class does not arise in a natural way, but it is created artificially. To be sure, certain communities of destinies of life are present, but not that easy living together in a natural community. The class presents a consciously developed conviction of belonging together; therefore, class cohesion is brought in from the outside, so to speak, by way of a reflective process of consciousness. So long as a community of interest has not been impressed on the consciousness of the individuals, the class will not come into being. Therefore, a class has class consciousness, but we consider it to be nonsense to speak of *class-honour*, to which some conscious process of class-solidarity corresponds.¹⁵

Sombart definitely recognizes class (political class) as a conflict group, but he thinks "the social class [political class] is an entirely modern formation. Antiquity knows only germs of social classes. The latter emerged as an offspring of capitalism in recent European history." Accordingly he conceives of "class action" as essentially a bourgeoisie-proletariat struggle;¹⁶ in our view this constitutes only one situation of political class struggle.

Finally Sombart holds that there are no social strata in our society. The social phe-

⁹ See *Politics*, October, 1944, pp. 271-78.

¹⁰ See especially *Wirtschaft und Gesellschaft*, Tübingen, 1922, Vol. I, Ch. II, "Stände und Klassen," and Vol. II, pp. 631-40, "Klasse, Stand, Parteien." For some discussion of Weber see Othmar Spann in the *Handwörterbuch Der Staatswissenschaften*, "Klasse und Stand."

¹¹ For instance Weber concludes: "In our terminology 'classes' are not communities; they merely represent possible, and frequent, bases for communal action. We may speak of a 'class' when (1) a number of people have in common a specific causal component of their life chances, in so far as (2) this component is represented exclusively by economic interests in the possession of goods and opportunities for income, and (3) is represented under the conditions of the commodity or labor markets. These points refer to 'class situation,' which we may express more briefly as the typical chance for a supply of goods, an 'external' life fate, and an internal life fate, in so far as this chance is determined by the amount and kind of power, or lack of such, to dispose of goods or services in a market situation. The term 'class' refers to any group of people that is found in the same class situation." Gerth and Mills translation from *Wirtschaft und Gesellschaft*, part 3, Ch. IV in *Politics*, October, 1944, p. 272.

¹² *Wirtschaft und Gesellschaft*, Vol. I, p. 178.

¹³ *Der Modern Kapitalismus*, München und Leipzig, 1928, II, p. 1091.

¹⁴ *Ibid.*, p. 1092.

¹⁵ *Ibid.*, p. 1093.

¹⁶ *Ibid.*, p. 1094.

nomena which Professor Warner, for instance, claims to have isolated are in fact not there at all. Thus he says—and we shall quote him fully:

Besides these fairly clearly definable large groups, estate and class, we distinguish in addition a social structure, whose limits, however, disappear in a fog. We designate these also in German by the term "Stand," or "ordre" in French, and "class" in English, but only with some prefix such as "middle," e.g., the *Mittelstand*, the *moyen ordre*, or the middle class. These groups obviously have nothing to do with an estate or a class in the previously designated meaning, for they really exist as a unity only in the conception (in der Vorstellung) of statisticians, social theoreticians, social pedagogues and other third persons. This social structure is conceived of by dividing the members of a community into (mostly) three parts or strata according to their income: an upper, a middle, and a lower stratum.¹⁷

The foregoing discussion is intended to indicate the state of the literature on this subject. We shall now attempt a brief characterization of estates (social classes, and political classes.

ESTATES

There are no estates in modern, capitalist society. Estates are social status strata, which ordinarily develop in relatively static social orders. To be sure, the term estate in the English language, like *Stand* in the German and *état* in the French, has a variety of meanings. It may be correctly employed to mean status, degree of rank, position in the world, state, public, property, profession, social class, and so on. But the meaning with which we shall be concerned is that of a social order or stratum of society; and we shall mean by an estate system a society divided into estates. From a political point of view, an estate may be thought of as one of the orders of a body politic, having expressed or implied legal claim to some degree of importance in the government. From the point of view of social structure, an estate may be thought of as one of the generally recognized social divisions of society, standing in rela-

tion to other divisions as socially superior or inferior. In other words, in any society, a number of persons forming a social-status stratum more or less clearly delimited from other strata in customary or statutory law constitutes a social estate.

In agricultural societies where land is the basic economic resource and where it may be held by individuals as transmissible property, social status ordinarily correlates directly with the extent of land ownership. In western society feudalism, and indeed feudalism wherever it is found, represents this form of estate society. A feudal system may be thought of as a society living on "frozen capital"; its status structure is consequently static.

SOCIAL CLASSES

The term social class has been frequently applied to the status system of modern urban society. In this sense it appears that its use should be restricted, for no other society, not even that of ancient Rome and Greece, is exactly like ours. Modern society started in the town economy of the later middle ages and, for the most part, it has superseded feudalism. The remarkable fact is that it has eliminated all interstitial social forces among status groups, so that the status system is no longer stratified. In other words there are, in capitalist society, no social classes amenable to objective circumscription.¹⁸ The status system does not constitute a hierarchy but rather a continuum; status is atomized, and the atoms are exceedingly labile. There is, moreover, no class consciousness among social classes, for social classes are merely heuristic constructs.

POLITICAL CLASS

The term political class is used here for want of a more suitable one to distinguish the social phenomenon usually called "class" or "social class" from that which we have previously described as social class. Instead of the term political class, the designation economic class might have been used, but

¹⁸ For a more detailed discussion of social class see by the present writer: "Class and Caste," *The Journal of Negro Education*, Spring, 1944, pp. 139-49.

¹⁷ *Ibid.*

economic determinants are evidently at the base of social classes also.¹⁹ At any rate, the designation may be of less significance than its meaning.

The political class is a power group which tends to be organized for conflict; the social class is never organized for it is a concept only. The organized political class is always class conscious. Those persons in whose interest the economic order is mainly functioning are ordinarily called the ruling class. The political class which is organized for the overthrow of the economic system is commonly called the revolutionary class. Although the political class is normally weighted with persons from a special sector of the social-status pyramid, it may include persons from every position. Hence we do not speak of a political class as forming a status pyramid.²⁰

In other words, members of a political class ordinarily have a common interest and a common purpose but not necessarily a common status. Therefore these classes are not thought of as social-class strata; but as organizations arrayed face to face against each other. Furthermore, unlike the "social class," the political class seeks to attract members to itself, and group solidarity is highly valued. Social solidarity, of course, is not a characteristic of social classes.

One test of a political class lies in its expressed or implied purpose. If by its actions it challenges the social system, it is a political class. However, the Vandals who pillaged Rome are not a political class; neither are the Spanish adventurers, who destroyed the social system of the Indians in the West

Indies, a political class. The political class is not only nurtured within the social system itself but also struggles for the institution of a new, more or less, well-defined system. A peasant or slave revolt, for instance, may be only a reaction to social pressure without any positive designs on the social order.

Political classes seem to become a challenge to the existing system not from increasing misery of its members but from increasing economic power and influence. In modern times the colonial-American bourgeoisie, the merchants and manufacturers, instigated and financed the American Revolution. The French Revolution, of course, is the great classic of bourgeois revolutions in which the feudal ruling classes were virtually liquidated. The current cycle of class struggles puts the social system of the bourgeoisie on trial; and the proletariat constitute the revolutionary class.

CONCLUSION

From this point of view we can now review some of the literature presented. Carr-Saunders and Jones were apparently correct in their conclusion that there are no social criteria for segregating social classes in modern urban society, but they err in identifying social classes with political classes. To be sure, the statistician may not be able to count the members of political classes, yet no one can mistake the seriousness of their purpose at Petrograd, Madrid, and Athens. Warner and Lunt do not really show that they have isolated social classes, while MacIver seems to have confused estates, social classes, political classes, race relations, and divisions within political classes.

Marx and Engels' celebrated statement also needs considerable clarification. It is intended to be an historical description of class struggle, but "freeman and slave," "patrician and plebeian," and "lord and serf" may all refer to social estates; "guild-master and journeyman" are occupational groups; "oppressor and oppressed" do not refer particularly to political classes. The only true political classes mentioned are "bourgeoisie and proletariat."

The bourgeois order developed on the pe-

¹⁹ In his speech in Naples, August 11, 1922, Mussolini called the Fascists "a new political class."

²⁰ The status system of any society, whether it be estate, caste, or social class, always presumes the inclusion of every individual; but, although the outcome of political-class struggle invariably affects the social condition of every individual in the society, the immediate contending political classes may include only a minority of the population. In other words, the political classes may have a "phantom public" larger in number than themselves. This is not to say, however, that this public is of no importance. It seldom remains apathetic; it may shift its weight of sentiment toward one side or another—it is always watched by the contending classes.

riphery of feudal society and, like a great octopus it gradually strangled the agricultural system; but the proletariat may be thought of as developing within the "womb" of the bourgeois system and it is evidently proceeding to slough it off. It should be mentioned that the term middle-class, applied to the

business community in Europe since the later Middle Ages, designates a political class in an estate society. It does not have the same meaning as middle-class in a bourgeois society, which represents the middle status group of the status continuum.

PERMANENT BASES OF INTER-AMERICAN EDUCATION

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THE rapidly mounting interest of schools and the general public in inter-American affairs during the past four years has now reached the stage in which it is important and appropriate to review what has been accomplished and to ask what the permanent inter-American educational program is to be.

Among the most significant developments during the last few years has been the increased number of students coming to the United States from the other Americas. The Institute of International Education reports that there are now more than 2,000 students from the other Americas studying in United States colleges and universities. A somewhat smaller number is enrolled in secondary schools. Many of these students are here at their own expense; others have come on scholarships furnished by colleges and universities or other civic organizations interested in the other American Republics. Some receive assistance from their own governments. Others are being assisted through a scholarship program officially undertaken by the United States Government. A number of scholarships for advanced study in United States colleges and universities also have been made available to our own Spanish-speaking citizens.

The study of English has increased greatly in popularity during recent years in the other Americas, especially in the English classes conducted by the cultural institutes sponsored in all the countries of America by citizens of those countries and United States residents there. The provision of English

teachers for these classes has become a sizeable task, especially since the problems of teaching English as a second language have not in the past received adequate attention from our English language professional people. During the past few years, however, special attention has been given to this problem particularly in the University of Michigan, and real progress is now being made in training English teachers for work with students from the other Americas both here and in Latin America.

Few steps which might be taken by our Government contribute more directly to the improvement of inter-American understanding than the encouragement of an increasing inter-change of students and educators among the countries of the hemisphere. The past orientation of scholarship in the other Americas toward France and Europe, in general, underlines the importance of official encouragement to such a program. Several distinguished scholars and leaders from each of the other Americas have been brought to the United States during the past year under a State Department plan. Many others have come at their own expense or at the expense of their own governments.

Fundamental constructive steps toward hemisphere educational cooperation have been taken during the past year by the Inter-American Educational Foundation of the Office of Inter-American Affairs. The program is carried out through bilateral agreements with the various countries by which cooperative inter-American educational services are created within the respective Minis-

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tries of Education. The principal objective of these programs is the improvement of general education at the elementary, secondary and normal school levels, with particular emphasis upon health and vocational education and the teaching of the English language. Plans include the exchange of educational personnel, the development of improved teacher training programs, and cooperative development of teaching materials.

For a long time the Pan American Union, through its Division of Intellectual Cooperation, has been assisting schools and teachers with advice and materials useful for teaching purposes, as well as carrying on a broader program to encourage inter-American cultural interchange and the assembling and dissemination of basic information. They have carried on an essay contest among secondary students throughout the hemisphere, with scholarships for university study as prizes. Pan American Union publications have long been used widely in the schools, but a new series with a carefully graded vocabulary for young readers has been designed during the past two years. The Pan American Union also has taken the leadership in the observance of Pan American Day, April 14, in the schools.

The United States Office of Education, through its Division of Inter-American Educational Relations, has developed an extensive program of educational activities in the United States and has carried on some of the activities of educational relations with the other Americas, particularly the exchange of teachers. They have taken steps to remedy our previous lack of accurate information about education and educational institutions in the other Americas. In cooperation with 22 teachers training colleges and schools, experimental and demonstration programs have been undertaken to improve the inter-American training of teachers. The United States Office of Education also has performed very important functions in the distribution of teaching aids and in developing and circulating nearly 200 excellent teaching exhibits and other aids to visual instruction.

Under the Inter-American Trade Scholarship program conducted by the Office of Inter-American Affairs approximately 150

young men have been brought to the United States for practical training in industrial enterprises, by various United States firms. Approximately 150 agricultural engineers have recently received training in agriculture and have now returned to their countries to participate in the development of agricultural programs. Others have received valuable in-service training in various government programs. In this way the United States is contributing one of the best things which it has to offer to the other Americas in the whole educational field—technical training.

From the beginning of this new emphasis on inter-American cooperation it has been recognized that one of the major educational jobs is to provide training for personnel of Government and private industries preparing for assignments in the other Americas. Business concerns have given careful consideration to training programs; colleges and universities have begun to turn their attention in this direction. In Washington the Inter-American Training Center during the past two years has provided intensive training to large numbers of Government persons representing various agencies and the armed forces, preparing for service in the other Americas. Annual enrollment of government employees requiring these languages, in the courses offered by the Center, has exceeded 5,000.

Approximately 100 organizations of national scope today have made inter-Americanism a major part of their civic and educational programs. This includes such groups of the American Legion, Veterans of Foreign Wars, the Rotary International, the American Municipal Association, the Annual Conference of Mayors, Daughters of the American Revolution, Boy Scouts and Girl Scouts, and the National Parent-Teacher Association, with a combined membership of over ten million. In most large cities of the United States, Inter-American Centers of Councils have been organized to coordinate the various inter-American activities carried on by local and regional clubs.

During the school year 1943-44 approximately 100 colleges and universities conducted inter-American institutes or lecture

programs to improve the background of students, teachers, and other adults in the community. In many places such institutes have become annual affairs. Approximately 30 colleges conducted inter-American teacher training workshops last summer.

It is a conservative estimate that the study of Spanish and Portuguese in our schools and colleges has doubled during the past four or five years. In Texas and California there has been a spectacular increase in the study of Spanish in elementary schools. The educators' responsibility is to channel the increased interest in language study into constructive efforts to improve the quality of language teaching and to produce not more students who have a smattering of language, but more students who have mastered a language to the point where it will be useful in travel or in other ways connected with the expanding program of inter-American relations. Only in this way will the study of Spanish and Portuguese lead to better inter-American understanding. The survey of language teaching under the ASTP recently made by MLA seems to suggest the importance of more intensive language study and more extensive use of the direct conversational approach. This also was the view expressed in the conference on the permanent basis of inter-American education in the school curriculum held recently in Ohio State University. In view of the importance of these questions, the NEA is inviting language teachers and school administrators of the country to meet in a series of conferences during the fall and winter to consider these and other problems raised by the recent increase in the study of Spanish and Portuguese.

Perhaps the most striking development has been the great increase during the past three years in the quality of teaching materials available in the Inter-American field—books, pamphlets, film exhibits. The Pan American Union, the OIAA, ACE, NEA, NCEA, state departments of education, universities, and hundreds of individuals have turned out so much material that the problem now faced by teachers and curriculum members is one of selection. Of course the development has been very uneven, and certain highly de-

sirable kinds of material, biographical material and visual aids, to cite two examples, are notably undeveloped.

The study of the inter-American content of text-books recently completed by the American Council on Education (in cooperation with the Office of Inter-American Affairs) has received wide attention and has raised several fundamental questions in reference to inter-American educational programs. Specifically it raised the question of how much attention should be given to inter-American content in various subjects and at various grade levels. Its findings of the persistence of prejudiced attitudes with regard to teaching material raise fundamental questions as to the attitudes and objectives which the inter-American program should seek through the schools.

The question of inter-Americanism in the schools is clearly much more than a quantitative question. The first job, of course, and one which our schools are already attempting, is to rid our textbooks and instruction of misconceptions, historical inaccuracies, and unconscious prejudices. The next task is to build a program which will achieve the desired objectives.

From the beginning, the Office of Inter-American Affairs has realized that if the United States meant business in inter-American education, serious attention should be given to educational conditions among our Spanish-speaking community of approximately 3,000,000 living largely in our Southwest, but not exclusively there. The Sleepy Lagoon case in Los Angeles awoke the continent to the seriousness of the situation, although many educators such as George Sanchez, Lloyd Tireman and Hirschel Manuel had been working seriously on the question for years previously.

This is probably another case where real international education begins at home. Educators in Texas, particularly, have responded magnificently during the past year or year and a half. The inauguration of a state-wide program, supported by the State Department of Education, the Governor's Good Neighbor Commission, a cooperative organization of all the teacher training colleges in the State, and a state wide committee of school officials has

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indicated what can be done when teachers really mean business. Fifteen inter-American workshops held in Texas during the summer of 1944 indicate the widespread interest of Texas teachers in this problem.

During the summer of 1943 a conference of educators from the Southwest meeting in Santa Fe considered the various aspects of education in the Southwest as it related to communities of Spanish-speaking people and made some far-reaching recommendations. They were concerned primarily with the teaching of language in bi-lingual areas, the use of the historic and cultural background, health instruction, occupational adjustment, and the role of the school in community education.

Cursory as this survey of inter-American educational activities has been, it must have given the reader some concept of the extent to which these activities have been integrated into the organization of education in this country. However, the Office of Inter-American Affairs which has cooperated in many of these activities, is also interested in seeing that inter-American education retains a permanent place in our educational program.

In general it may be said that our schools should give to the other American Republics, their geography, people, culture, and problems, their languages, an amount of sympathetic attention proportional to their importance to us and the world. After all, they are one hundred and twenty-five millions of people in an area three times that of the United States.

Increasingly, American educational thinking should be projected on a continental scale. In the past our educational programs have been based upon too narrow concepts of history, geography, economic organization and culture, in considerable measure because of our failure to think in continental terms. Our curriculum thinking will probably need

to be guided increasingly by this expanding concept of America.

The great educational possibilities in this inter-American concept have been frequently pointed out. What is now needed is more careful consideration by educators, responsible for our school curricula of the ways and means of realizing these possibilities. America has a great common heritage in its land, its peoples and its history. The simple geographical fact of occupation of one continent is important in many ways, although its importance may be overemphasized. However, the American nations share a certain quality of newness deriving from the fact that they have all engaged or are engaging in the development of the land of a new continent; they share in greater or less degree the heritage of a threefold population and culture and the consequent problems; they have the history of a common movement for independence, they are all republics engaged in the achievement and preservation of democracy; and they have a long record of successful international cooperation.

The program of inter-Americanism in the schools should be a permanent one because the need of the Americas for each other is permanent. The facts and concepts in the preceding paragraph provide a basis upon which inter-American education can be built, an inter-American education which would have as its objective furthering the understanding of the basis upon which permanent inter-American cooperation may be successfully achieved. It may be well to note, however, that an even greater significance of inter-American education may lie in its value as a step toward international understanding on a broader scale. As in the realm of political and economical relations, inter-Americanism in education may well point the way to world education.

A RELIABLE SCALE OF VALUE JUDGMENTS

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EVERY personality is confronted at frequent intervals with the necessity of choosing between alternative courses of action. Every social organization, also, is confronted over and over again with this same necessity for choosing between alternative programs. The results of such choices may be observed overtly in terms of the energy expended by the personality or organization in pursuing the chosen course of action. Subjectively we experience these alternatives in terms of competing desires. In so far as choices are made consistently, by personalities or by social organizations, they may be interpreted as representing scales of values. Whenever one action pattern is chosen in preference to another it may be said to have a higher rating on the value scale than the other.

Wisdom in conduct may be defined, from the standpoint of an individual, as consisting in making such choices between possible alternatives that the total values experienced will be as high as possible. If an individual had acted with complete wisdom, and if it were possible for him to review all his decisions, with full insight into all their consequences, he would (theoretically) find that at no point would he wish to have substituted some alternative combination of experiences for those actually resulting from his choices. From the standpoint of a social organization, wisdom in policy would consist in making such choices that no alteration in any decision would have increased the total social values experienced. This implies the possibility of comparing the values experienced by two different personalities. For example, the assumption that the inconvenience suffered by a blood donor is less than the anguish which his blood may save on the part of wounded men and of those who care about them, implies this possibility of comparative evaluation of experiences by two or more personalities.

The problem of the present investigation

is to explore the possibility of establishing a basic scale of values which shall be as reliable as possible, to serve as an aid in appraising the relative wisdom of various decisions and policies for specified types of personalities and organizations.

Money values constitute the scale most widely used at present for such appraisal. In a theoretically perfect market, where everyone was fully informed about all the characteristics of the various goods and services for sale, and where opportunities for buying and selling were completely unhindered, the prices being paid at any given time would represent marginal relative valuations by the personalities and organizations active in that market, for if the values of any two objects were not proportional to their prices, interested buyers and sellers would seek to purchase the one whose price was less than its value, and to sell the one whose price was greater than its value, and the processes of competition would quickly bring about corresponding ratios between prices and marginal values.

But while money prices, in a perfect market, would represent accurately the marginal valuation, relative to one another, of the various objects for sale, it would not be possible to measure by prices asked or offered the true value of given experiences to individual personalities or organizations. First, the payment offered by a person for a given experience depends not only on the extent to which he values that experience, but also upon: (a) the amount of money which he has available; and (b) the price set by the sellers. No one would claim, for example, that the money price charged in a hospital for a blood transfusion was an accurate measure of the value of that transfusion to the person receiving it. A vivid illustration of this difference between money values and real values is the relationship between income and infant mortality. In seven cities studied by the Federal Children's Bureau in 1911

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to 1916, for babies whose fathers' per capita earnings ranged up to \$75, the average drop in the death rate per 1,000 live births was 21.2 deaths per \$10 increase. Beyond \$75 per capita the drop was only 1.5 deaths per \$10 increase. In other words, identical differences in income among the very poor correspond with 14 times as large a difference in infant mortality as among the relatively well-to-do.¹ In formulating taxation policies the inequality of actual values relative to money values at various points in the income scale is recognized by progressive income and inheritance taxation, and by the general principle of taxation in proportion to "capacity to pay" or on the basis of "equality of sacrifice."

Another difficulty with the money scale as a guide to real values is that many of the worst forms of suffering cannot be avoided by money payment, while many of the most highly prized experiences may come without appreciable money cost. Wealth is no safeguard against dying of cancer, nor against being betrayed by one's wife or husband. Even the penniless youth and his girl may experience an ecstasy of love denied to many a millionaire.

DESCRIPTION OF THE PRESENT RESEARCH

With a view to developing a scale of values more valid than the money scale, the present series of experiments was undertaken, with students in classes taught by the present writer, beginning in July, 1942. In each experiment a series of experiences were described briefly on mimeographed slips of paper. Each student was asked to classify the slips into those representing experiences which he would regard as happy, and those which he would regard as unhappy. He was then asked to arrange the slips in the order of the amount of happiness or unhappiness which each experience would give him or her, as the student thought he or she would feel it at the time. Finally, he was to assign a numerical value to each slip by comparing each happy experience with a stated ex-

tremely happy experience, arbitrarily assigned a value of plus 10,000, and by comparing each unhappy experience with a stated extremely unhappy experience, to which an arbitrary value of minus 10,000 was assigned. Some of the variables in the four chief experiments are stated in Table 1.

The 114 experience descriptions used in the original experiment in 1942 included all the stimuli which occurred to the writer and which seemed to promise to evoke a clear-cut and fairly consistent valuational reaction on the part of the students. From these were selected for subsequent experiments those stimuli whose ratings had the lowest standard deviations, and which seemed to be most universal in character. The students taking the tests consisted simply of those in the writer's larger classes, where the subject matter of the courses being taken was most closely allied with problems of valuation.

The instructions used in the 1944 experiment will be found in an appendix at the close of this article. The means and standard deviations of the ratings obtained in that experiment are presented in Table 2. During the series it became evident that the use of 10,000 as the standard simply introduced useless zeroes into the calculations. Hereafter the standard figures will be plus and minus 100, and the results obtained have been divided by 100 in accordance with this change.

RELIABILITY OF THE SCALE

One of the first questions which arise in interpreting the results presented in Table 2 is as to the reliability of the means. The following chance-half correlations are indicative on this point:

Mean ratings by 14 randomly selected men,
correlated with mean ratings by 14 other
randomly selected men from the group of
28 who participated in 1944, dis-
counted² for the fact that only 18 pairs
of items were involved .9956
Mean ratings by 33 randomly selected

¹ Robert Morse Woodbury, *Causal Factors in Infant Mortality*, U. S. Children's Bureau Publication No. 142, 1925, p. 150.

² For method used, see Frederick E. Croxton and Dudley J. Cowden, *Applied General Statistics*, 1940, p. 679.

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women, correlated with mean ratings by 34 other randomly selected women from the group of 67 who participated in 1944, discounted² for the fact that only 18 pairs of items were involved .9986

The high reliabilities found for the ratings obtained in 1944 are confirmed by the following intercorrelations between mean rat-

It will be noted that all but two of these intercorrelations are over .99 and that the lowest (for women's means in the first two years) is nearly .98. These figures indicate that value-rating experiments of this sort can be repeated with extremely high consistency in results.

The foregoing discussion deals with gen-

TABLE 1. MAJOR VARIABLES IN VALUE-SCALE EXPERIMENTS CARRIED OUT AT DUKE UNIVERSITY FROM JULY, 1942 TO NOVEMBER, 1944

Date	Experience descriptions, in relation to which other experiences were to be rated		Number of stimuli	Number of students		
	Assigned value of plus 10,000	Assigned value of minus 10,000		Men	Women	Total
July, 1942	"To be loved, and eagerly accepted as life partner, by the person whom one loves and admires with one's whole being, above all imaginable people (assuming that one is 25 years old and has never been married)."	"To be totally and permanently blinded."	114	—	—	15
September, 1942	Same	"When about to be married to the ideal partner, to learn that that marriage can never take place."	28	26	18	44
November, 1943	"To realize that one has saved from otherwise certain death the person whom one loves best in all the world."	"To realize that one has caused the death of the person whom one loves best in all the world."	29	24	34	58
November, 1944	"To experience the very best, most joyous, most happily thrilling thing that could happen to you."	"To experience the very worst, most terrible, most horrible thing that could happen to you."	20	28	67	95
Total						212

ings obtained in 1942, 1943 and 1944 on the 14 starred items in Table 2.

Group Means Correlated	Corrected Coefficients of Correlation ¹		
	Men	Women	Men with Women
1942 with 1943	.9838	.9769	
1942 with 1944	.9969	
1943 with 1944	.9932	
Average of 1942 and 1943, with 1944	.9933	.9946	
Men's with women's 1944 means			.9941

eral summary measures of the reliability of this value-scale. The ratings on each experience description, however, have a reliability of their own. These differ both because of variations in the amounts of agreement on the part of the raters relative to different items, and also because items falling near the ends of the scale tend to have smaller amounts of variation in their ratings. For any given item the best estimate of the

¹These correlations have been discounted for the fact that only 14 pairs of items were used.

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TABLE 2. MEANS, STANDARD DEVIATIONS, AND PROBABLE ERRORS OF ESTIMATE OF VALUE-SCALE RATINGS OBTAINED FROM 28# MEN AND 67# WOMEN STUDENTS AT DUKE UNIVERSITY IN NOVEMBER, 1944 BY THE PROCEDURE DESCRIBED IN THIS ARTICLE

Se- rial num- ber (1)	Experience description (2)	Means		Standard deviations**		Probable errors of estimate##	
		Men (3);	Women (4)	Men (5)	Women (6)	Men (7)	Women (8)
3	To realize that one has saved from otherwise certain death the person whom one loves best in the world.	92.1	89.0	7.5	10.2	1.0	.9
5*	To be loved, and eagerly accepted as life partner, by the person whom one loves best in all the world.	91.6	92.1	9.8	7.5	1.2	.6
14*	To achieve full mastery in a difficult art or profession to which one has given one's devotion.	80.9	72.5	15.7	14.5	2.0	1.2
11*	To win the highest honor for which one is eligible to contend, in the activity in which one is most interested.	72.7	63.5	18.3	20.1	2.3	1.7
13	To have one's real income doubled, beginning immediately.	53.4	52.2	22.6	19.8	2.9	1.6
20*	To make friends with an attractive, stimulating person with whom one has a great deal in common.	43.4	50.1	19.5	20.0	2.5	1.6
8	To spend an evening of fun with good comrades, in pleasant surrounding.	31.6	36.7	19.6	21.4	2.5	1.8
19*	To be invited to dinner by the people one likes and enjoys most.	26.3	25.6	19.0	14.2	2.4	1.2
17*	To read an absorbingly interesting book.	14.1	22.5	9.3	19.3	1.2	1.6
7*	To be introduced by the wrong name.	-4.8	-8.1	6.7	6.9	.9	.6
12*	To be so ill that one is confined to one's bed for three weeks, and is cut off from one's normal activities for a month.	-25.3	-28.2	19.9	16.2	2.5	1.3
18*	To have one's real income reduced one-half permanently.	-37.9	-46.0	40.0	23.3	5.1	1.9
16*	To lose a job which has been steady and well paid, and which had held prospects of continuing advancement, when many people are unemployed.	-39.3	-48.5	38.4	19.1	4.9	1.6
15*	To confront the fact that one is married (without children) to someone who is cruel, dishonest, and treacherous.	-73.4	-68.5	17.7	15.2	2.3	1.3
6*	When about to be married to the ideal partner, to learn that that marriage can never take place.	-79.3	-74.7	15.4	15.2	2.0	1.3
9*	To become totally and permanently blind.	-81.4	-83.2	15.4	12.7	2.0	1.0
10*	To be told on the best medical authority that one's dearest will die of cancer in about six months.	-85.5	-82.8	13.8	13.2	1.8	1.1
4	To realize that one has caused the death of the person whom one loves best in all the world.	-95.0	-92.3	7.6	8.4	1.0	.7

* For the starred items, ratings on a partially comparable basis are available, for males and females separately, for 1942 and 1943.

In a few cases the ratings by individual students differed by more than three standard deviations from the mean of other ratings on the same item. Such ratings were eliminated. Among the men's ratings .6 of one per cent, and among the women's ratings .9 of one per cent were so excluded.

** The standard deviations are corrected (augmented) for size of sample.

Errors approximately as likely as not to be exceeded in estimating means of infinite samples from means of samples used in this study. Column (7) = $.6745 \div \sqrt{28 \times \text{Column (5)}}$; Column (8) = $.6745 \div \sqrt{67 \times \text{Column (6)}}$. The distributions of the original ratings on which Table 2 is based are not always symmetrical. In general the

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standard error involved in estimating the mean of an infinite number of such ratings from an individual rating is given by the standard deviations listed in columns (5) and

note the ratings given to various experiences by men as compared with women. None of the differences between the means for the men and those for the women in Table 1,

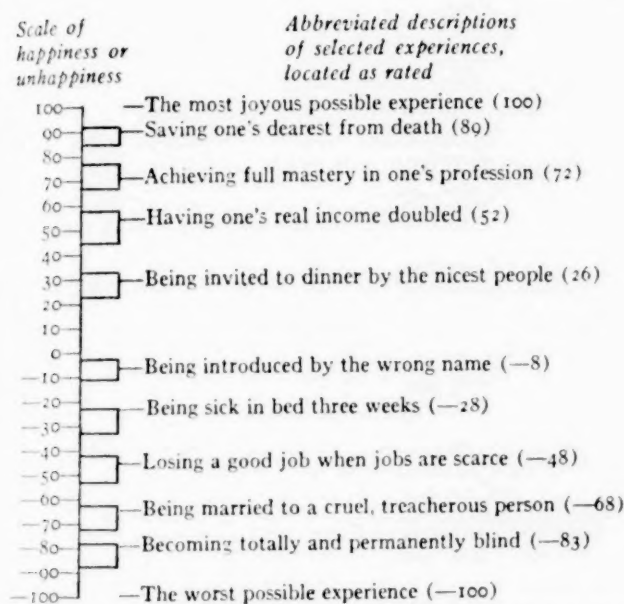


FIGURE 1. Value-Judgment Scale, Based on Mean Ratings by 67 Duke University Women Students.

(6) of Table 2. The best estimate of the error as likely as not to be exceeded in estimating the mean of an infinite number of such ratings from the mean of ratings obtained can be found by dividing these standard deviations by the square root of the number of ratings and by multiplying by .6745, as is done in columns (7) and (8).⁴ A further indication of the dependability of the predictions of future value-scale ratings is shown by the brackets in Figure 1. For each of the rated experiences the chances are only one in 1,000 that the mean of an unlimited number of similar ratings by such women would lie outside the bracket.

In passing, it may be of some interest to

⁴See footnote to columns (7) and (8).

taken by itself, is decisively significant statistically. However, taking into account similar differences which were observed in the experiments for earlier years, it seems evident that the men students have been more concerned than the women about winning high honors and achieving mastery in their professions, while the women have been somewhat more concerned about having their income reduced or losing a good job. The women have rated more highly than the men the reading of an interesting book.

SOME LIMITATIONS ON THE FINDINGS OF THIS STUDY

The series of experiments summarized in this article indicate fairly conclusively that,

experience descriptions near the ends of the scale tend to be skewed. The values given in columns (7) and (8) are, therefore, only approximate fiducial limits. Their purpose is merely to give a rough idea of the probable amount of inaccuracy involved in taking as norms the means from these samples. These errors can, of course, be reduced as far as investigators may think worth while, by using larger samples.

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if and when further experiments of this sort are carried out with students of this sort, the mean ratings obtained will correspond quite closely with those herein reported. But this does not mean that a valid scale of absolute values has been established, with degrees which have a uniform significance throughout the scale. It might be pointed out that the standard just cited is higher than that required by the best hospitals for their fever thermometers. Nevertheless it is important to recognize fully the limitations on the findings herein reported.

First it should be noted that large subjective errors are almost certainly involved in the individual ratings on which the scales are based. The original ratings from which the statistical results were derived were notations by subjects who were asked to report their inner observations as to their order of preference between the described experiences, and to estimate at what proportion of the difference between any two experiences a specified intervening experience belongs for them. In psychology laboratories, when subjects are asked to estimate the relative dimensions or weights of objects, their guesses have rather large errors. It seems reasonable to believe that the attempt to give quantitative ratings as to the relative emotional attractions or aversions related to described experiences would also involve large errors. The high reliabilities established for the mean ratings show that there is a great deal of consistency in the reports. It cannot be assumed, however, that this consistency establishes a valid scale of inner values, nor that the reported preferences would conform closely to actual choices if the subjects were confronted with real alternatives between the experiences themselves. Some research projects which point toward further investigation of such questions are suggested in the next section.

The listing of experiences on a one-dimensional scale of liking and disliking involves a more or less artificial over-simplification of the psychological facts. On the other hand, this kind of over-simplification is thrust upon human personalities and organizations every time they make a choice be-

tween alternative courses of action. The scale experiments are simply attempts to systematize the valuational procedure which is always implicit in making intelligent decisions. While mathematical purists are sure to raise objections to any such attempt, it may be worth while to point out that ratings of this sort can be correlated usefully with various other types of overt behavior by students, by employes, by customers, and by the like. Dr. George Gallup's Audience Research, Inc., actually uses value-rating techniques to predict box-office receipts.⁵

On the other hand, it is the contention of the present paper that what we really want to predict, for the wise planning of personal and social policies, is not merely overt behavior, but *primarily* the inner experiences reflected by the sensori-motor reactions. In the opening paragraphs of this paper it was stated that wisdom in conduct consists in making such choices that the sum of the values *experienced* will be as high as possible. The objective of a genuinely democratic social policy is to help people to achieve the experiences which they *really want* to experience. The ultimate consideration is not what the statistical record shows, but what the inner experience actually is. The statistics are means to the achievement of the experience, not merely vice versa.

As an illustration of this fact take the procedure of an optometrist who is fitting glasses to a patient. At a crucial point in the process he tries two different lenses in succession, and asks the patient to tell which enables him to see better. "To see better" might be defined in terms of overt behavior, especially if the glasses are primarily for the improvement of occupational efficiency. But in the case of the average patient, who wants glasses in order to experience more vivid and accurate vision, the ultimate value is the subjective experience. If the optometrist could devise methods which would get more patients to say that

⁵William A. Lydgate, "Hollywood Listens to the Audience," *Reader's Digest*, April, 1944, pp. 83, 84, from *Sales Management*, March 15, 1944.

they saw better when they actually saw more poorly, he would be defeating his professional objective by adopting it. He would be becoming a quack if he actually put his ultimate test in terms of overt reactions rather than in terms of the satisfactoriness of the inner experiences of his patients.

Another illustration of the fact that the real objective is to predict inner experiences may be found in any election conducted under a dictatorship. By means of intimidation, dictators are often able to secure almost unanimous votes of confidence and endorsement. These overt reactions of pencils on paper are rightly rejected by social scientists who want to know the real attitudes involved, because we have reason to believe that the inner attitudes of a far larger proportion of the voters were antagonistic than the physical reactions indicated. For the politician, of course, the overt election statistics are what immediately determine his power.

If a man who really loves his wife asks her: "Would you like to go to the movie at the Rialto tonight?" he is interested not primarily in her "manifest verbal responses"; he seeks to discover whether she *really* wants to go. A hostess who gives a party might tabulate the verbal expressions of enjoyment which her friends manifest as they depart, but what she would like to discover is whether her guests *really* had a good time. Similarly the truly democratic government is concerned with the actual inner satisfactions or dissatisfactions likely to be experienced by its citizens as results of stated governmental policies; election statistics are instruments to ascertain inner attitudes.

PROPOSED NEXT RESEARCH STEPS WITH THE VALUE-SCALE

It is a fairly useful working hypothesis that whenever human beings can get results by common-sense and rule-of-thumb methods they can get better results if they will analyze their methods operationally, experiment with promising variations of the elements involved, and measure as reliably and validly as possible the results obtained.

We do informally analyze wisdom-in-conduct every time we make a personal decision. Our representatives explore wisdom-in-social-policy every time they sincerely inquire into the arguments for and against a proposed bill. The sensible procedure would seem, therefore, to lay aside dogmas and to apply the most accurate scientific methods available to the study of human values.

Testing for Errors in the Rating Process. Participants in the experiments have been asked to estimate quantitatively the happiness of the experience, at the moment when it first occurred, in comparison with the happiest conceivable experience. Various kinds of factors might introduce distortions in this process. It is important to try out various types of phrasing to see whether "halo" words exert undue effects. Unannounced selections of items bunched in one part of the scale, with wide gaps in other parts, might be tried to see whether students tend to scatter the items given them throughout the available range, in mere ordinal regularity, or whether the absolute ratings for given items remain fairly constant in spite of such bunching. Experiments to compare verbal ratings with overt behavioral choices of offered experiences should be carried out. Other tests in this field will open up.

Broadening the Sample. While the results obtained in developing the scale at Duke during the past three years are statistically highly reliable, this reliability holds only for the type of individual with whom the experiments have been carried out. The samples used may, quite probably, be unrepresentative in at least three ways. First, they consist of ratings by students enrolled in courses taught by the present writer. This means not only that these students were interested in sociology, but also that they selected courses given by this writer rather than other courses in the department. This presumably indicates some selective bias in the sample. Secondly, these were *Duke* students, rather than students at other colleges and universities, and this presumably involves some degree of biased sampling. Thirdly, these samples were made up of

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university students, with no representation from other occupational and intellectual classes. This undoubtedly involves differentiation from the general population. To justify using this value scale in making predictions about more representative populations, it is of course necessary for experiments of this sort to be carried out with more representative samples of people.

Comparing the Value Ratings of Various Cultural and Temporal Groups. Illuminating studies might be carried out by getting ratings on the same basic list of experience-descriptions by Negroes, Jews, Catholics, various economic and occupational groups, and the like. A somewhat similar line of research would be to test similar groups in war time and after the war, or during prosperity as compared with times of depression.

Using Individual Rating Reactions as Personality Measures. Different types of personality are distinguished by differences in the values which they attach to various classes of experiences. Sociability, abnormal sensitiveness, religiousness, ambition, vocational interests, and various other characteristics might be reflected by significant departures in individual ratings as compared with means for groups.

Testing the Additive Relations of the Ratings. Money values can be added and subtracted, with meaningful sums and differences. There is no obvious reason for assuming that this will be true with value-scale ratings.

Suppose that an unhappily married woman is trying to decide whether to divorce her husband. If she got a divorce she would reduce by certain amounts the suffering involved in being his wife. But she would also, perhaps, experience a sharp reduction in her income. Divorce might open the possibility of making friends with some attractive person whom she otherwise would never meet. She might have a chance to marry a more suitable person. But she might bring suffering on her child. In seeking to decide wisely it may help her to work out the value-scale ratings of the various probable and possible effects of various alternative decisions. But to strike a balance she must estimate the

probability of each event happening, the length of time it will affect her if it occurs, and the probable diminution or intensification of the values as time goes on. Moreover, she must make her estimates not in terms of isolated items, to be added together, but in terms of total combinations or configurations, whose values may not be equal to the sum of the values of their isolated parts. This sounds impossibly complicated, but preliminary explorations suggest that careful study may well lead to improvements of the rather blind and impulsive decisions which even the most intelligent people have to make in the absence of any valid process for estimating consequences. Similar considerations apply to such a problem as deciding whether to call a strike in a war industry in wartime.

APPENDIX

Instructions and First Three Items of Form Used in 1944

The purpose of this experiment is to determine, as reliably, frankly, and confidentially as possible, the degrees of agreement and disagreement which exist among intelligent people as to the amounts of happiness and unhappiness associated with various experiences, as compared with certain other representative experiences. If you are willing to participate, please carry out the following instructions:

First, indicate your sex here: male—; female—. Underline the phrase or phrases which best describe your occupational status: pre-medic; pre-law; pre-theolog; school teacher; college undergraduate; graduate student; professional man or woman; business man or woman; housewife; other.

Second, after filling in the above information, cut the following items apart so that each is on a separate slip.

Third, arrange the slips on a desk or table in two groups, with the unhappy experiences on the left and the happy experiences on the right.

Fourth, arrange the slips in each of the two groups according to the degree of happiness or unhappiness which each experience would give you—as you think you would

feel it at the moment when you first were sure that it was going to happen—putting the happiest at the top and the unhappiest at the bottom.

Fifth, assign to each happy item a plus (+) value showing how much happiness it would give you at the moment, as compared with item 1.

Sixth, assign minus (−) values similarly to the unhappy items, using item 2 as your basis for comparison. Be sure that the value for each unhappy item is entered in the space preceded by the minus sign.

Seventh, rearrange the slips in their original numerical order.

Eighth, wrap up the slips in the instruction section.

In connection with each item in the scale,

it is assumed that all other conditions than the ones specified are about normal or average.

1. To experience the very best, most joyous, most happily thrilling thing that could happen to you. Value + 10,000;
HAPPY

— UNHAPPY

2. To experience the very worst, most terrible, most horrible thing that could happen to you. Value + ; − 10,000

HAPPY UNHAPPY

3. To realize that one has saved from otherwise certain death the person whom one loves best in all the world. Value + ; −

HAPPY UNHAPPY

THE RELATION OF ECOLOGICAL LOCATION TO STATUS POSITION AND HOUSING OF ETHNIC MINORITIES

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THERE is abundant evidence in the literature of human ecology of a definite relationship between spatial location and status position. It is obvious that the segregated and gradient distribution of good and bad housing is one evidence of this. It is also a common sense observation that ghettos may be placed on the housing quality gradient and in general, are areas of medium or low housing quality. In fact the ideal type ghetto is a spatial pattern within which economic level, ethnic character, and other social phenomena coincide to produce a homogeneous area which has a prestige level consistent with the low social status of its occupants.¹ It should be noted that "status" here refers to the general status value within the

entire community attaching to a person by reason of his race, creed, or nationality. It is recognized that within the ghetto there are wide status differences, but it is also recognized for the purpose of this paper that generally speaking, certain minority types as a whole, have lower status than the majority population. It is ecological expression of this fact which is dealt with here.

The relatively complete spatial segregation characteristic of homogeneous ghettos may operate to interfere with the use of such a factor as rental value as a status index by disturbing the balance of supply and demand normally basic to ecological distribution. For example, members of minorities must frequently pay relatively high rents for inferior housing. This seems most likely to occur in very homogeneous areas where the supply of potential residents exceeds the available dwelling units in the ghetto, or in the vanguard of invasion where the pioneer representatives of the minority are the first of a new ethnic type to occupy a given resi-

¹ Andrew Lind, "The Ghetto and the Slum," *Social Forces*, vol. IX, no. 2, December, 1930; Harold A. Gibbard, "The Status Factor in Residential Succession," *The American Journal of Sociology*, vol. XLVI, no. 6, May, 1941; Clifford Shaw and Henry McKay, *Juvenile Delinquency and Urban Areas*, University of Chicago Press, 1940, p. 37.

dential area. Under such circumstances, one of the resistances to invasion is the appearance of discriminatory rentals or property values. A study of the relation between ecological location and status and housing of minorities then should avoid patterns of the pure ghetto type.

An area of mixed population type has been described by the writer in another paper.² In such a polyethnic area the difficulties mentioned above are at least lessened. Differential rentals for similar properties among the several ethnic types do not seem to exist here. Analysis shows no significant difference between the various minorities in amount of rent paid for similar units in size and condition. Nor is there any difference on this score between the minority types and the Gentile White population. This may be due to the fact that this is an area thoroughly invaded by several minorities even though the majority of the units are occupied by Gentile Whites. Certainly, as an area, its status value for Gentile Whites is low, and there are still many units available for the minority populations. This, then, allows the use of rental value as a rough socioeconomic index comparable for all groups in the area.³

As stated earlier, the distribution of ethnic types in this population is mixed and overlapping. This does not imply, however, that the types are equally distributed throughout the entire area. The pattern may be divided roughly into thirds. The western extremity contains large populations of all the colored ethnic classes. The concentrations continue

but with decreasing frequency, into the central portion of the area where an increasing incidence of Jewish whites is encountered.⁴ The eastern third is characterized by decreasing frequency of Jews, an almost total absence of colored racial types, and thus has an almost exclusively Gentile White population. It should be noted again, however, that this majority population is clearly dominant throughout the entire area, even in the western third.

The degree of concentration of each of the minority types varies throughout the area and no category is limited by the special rental values which may be associated with a true ghetto. It thus seems possible that with these greater limits to mobility, the relationship between rental value and ethnic type should be closely related to the economic status of the ethnic minorities. Certainly the relationship would be clearer here than in the case of using a series of homogeneous ghettos.

TABLE 1. COEFFICIENTS OF CORRELATION BETWEEN ETHNIC TYPE CONCENTRATION AND SELECTED HOUSING INDEXES

Ethnic Type	Housing Indexes			
	Rental Value	Percentage in Good Condition	Percentage Unfit	Age of Structure
Ashkenazim....	-.65	-.65	-.34	-.20
Gentile White..	-.55	-.67	-.62	-.38
Sephardim.....	-.37	-.41	-.16	-.28
Chinese.....	-.55	-.54	-.53	-.19
Negro.....	-.62	-.62	-.68	-.42
Filipino.....	-.68	-.69	-.54	-.20
Japanese.....	-.81	-.77	-.87	-.58

Table 1 presents a series of coefficients of correlation by the rank method between selected housing indexes and concentration of ethnic type. These correlations were secured by Spearman's method of Rank Association from the rankings of twenty-two sub-areas.⁵

⁴Strictly speaking Ashkenazic and Sephardic Jews are not true ethnic types. However, since they display the major characteristics of ethnic minorities they are treated as such in this study.

⁵These twenty-two sub-areas were delineated on

²"Spatial Patterns in a Polyethnic Area," *The American Sociological Review*, June, 1945, pp. 352-56. Briefly, this area is the central residential district of Seattle, Wash., lying between the central business district and the city boundary of Lake Washington. In this area representatives of all the large minority populations in the city are found to co-exist in markedly overlapping patterns. It was also noted that the patterns were highly irregular in segregation and that the dominant type was everywhere the majority, Gentile White population.

³These data are from the Real Property Survey conducted by W.P.A. in 1939, and thus are unaffected by the war. As a result they show the presence of the Japanese, later to be removed, and the presence of vacancies which have disappeared with the war boom.

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These coefficients clearly indicate that those areas which show the highest indexes of good housing tend also to show the highest proportion of population in the white ethnic categories, and those with the lowest housing indexes, the highest proportions of the non-white ethnic types.

To the extent that these ethnic types approach a pattern of segregation it is possible to rank them in "goodness" of area in the order in which they are listed in Table 1. It can be observed that there is a close relationship among the indexes presented with the exception of "Age of Structure" which shows the lowest relationship to the general pattern. The remaining consistent pattern of relationship shows only one discrepancy in the reversal of the rank order between Ashkenazim and Gentile Whites from rental value to percentage of units in good condition. It is apparent that the Ashkenazim are more concentrated in areas of higher rental value than are the Gentile Whites who are spread throughout the entire area. However, since there is a gradient pattern of Ashkenazim, there is a certain amount of segregation which for them limits the range of rental values. Also the area most heavily settled by this type is an older area than is that earlier characterized as almost totally Gentile White. Thus the larger proportion of unfit units associated with the Ashkenazim reflect the process of deterioration which has not yet reached the areas most heavily populated by Gentile Whites.

The validity of such a ranking as descriptive of the status of ethnic types is certainly open to question since the correlations in Table 1 are based on spatial units and in view of the fact that the segregation of ethnic types is not clearly marked in this population. The validity of the ranking must be checked by comparing the relative position of the ethnic types in the housing factors without reference to spatial units. Table 2 presents the housing indexes for all households in each ethnic category regardless of spatial location.

These distributions of housing characteris-

tics for the several ethnic types are in close agreement with the implications of Table 1. Approximately the same order is shown except that the Negro drops slightly below the Japanese, and the Gentile White below the Sephardim. In the latter case this is easily understood since the Gentile White population is the only one scattered throughout the

TABLE 2. INDEXES OF CONDITION OF STRUCTURE AND RENTAL VALUE CHARACTERIZING EACH ETHNIC TYPE

Ethnic Type	Mean Monthly Rental Value in Dollars	Percentage of Units in Good Condition	Percentage of Units Unfit for Use
Ashkenazim....	27	47	4
Sephardim.....	24	36	3
Gentile White....	18	29	11
Chinese.....	17	20	22
Japanese.....	16	13	24
Negro.....	16	10	30
Filipino.....	15	2	20

entire area thus having its mean rental value affected by considerable numbers of low values in the western portion of the area. The exchange of position by the Japanese and Negroes could be explained by chance since in both cases the differences are slight.

It has been observed in the preceding tables that the ethnic minorities can be placed on a continuum of desirability of housing, and that their positions on that continuum are reflected by appropriate spatial relationships between ethnic type and indexes of housing as in Table 1. However, it remains to be seen whether or not the actual housing conditions of these minorities are more or less desirable than the averages within the areas of concentration for each type. To this end, Table 3 is a series of indexes showing the relationship of each minority in rental value and condition of structure to the average for the area within which each is concentrated. Thus, the Japanese are compared to the figure for the total population within the area of concentration of Japanese.⁶ The

⁶These areas are free hand constructions, each of which however, includes a minimum of eighty-five per cent of the ethnic type concerned.

the basis of homogeneity of rental value and presence or absence of colored races.

same procedure is followed for each category. The index is the mean rental value and the percentage of units unfit for use for each of these areas divided by the mean rental value and the percentage of units unfit for use for the appropriate ethnic type. When rental value of proportion of units unfit for use is greater for the ethnic minority than

TABLE 3. HOUSING INDEXES COMPARING SIX ETHNIC TYPES TO THE TOTAL POPULATION OF THE AREAS IN WHICH EACH IS CONCENTRATED

Ethnic Type	Rental Value	Percentage of Units Unfit for Use
Ashkenazim	1.1	.8
Sephardim	1.1	.5
Chinese	1.2	.9
Japanese	1.1	1.1
Negro	1.0	1.3
Filipino	1.2	.9

for the area, the index is more than one, and when it is less, the index is below one.

It is clear from Table 3 that all minorities pay higher rents than does the average occupant in the area in which they live. Four of the six types also occupy fewer unfit dwellings than is typical of their area. The Negroes and Japanese are the only exception to this with Unfit for Use indexes slightly in excess of 1.0.

There is ample evidence in the United States today to assume that lower status, in general, is assigned to Jews than to Gentiles, and to colored persons than to whites. Since Ashkenazim, Sephardim, Chinese and Filipinos are of relatively low ascribed status, other factors being equal, but still pay higher rents and occupy fewer unfit dwelling units than is typical of the areas in which they live, it may be concluded that the purely economic status of these types is greater than that of the Gentile White populations with which they live. Such an area, then, is an area with a *Gentile White* status level lower than the economic or occupational status of the minority types found in that area. The seeming variance of the Negroes and Japanese from this pattern does not necessarily indicate that they occupy locations within a Gentile White population of higher status. It may

rather be explained by the fact that these types are consistently at the bottom of any housing scale and presumably also the general status scale. Thus even the poorest of Gentile White housing is apt to be superior to that of these two minorities. Family size and structure also plays a role in these cases. Filipinos, for example, are largely single men, Filipinos being in the youthful age categories and employed show slightly better housing than the single men of the Gentile White population who are, to a considerable extent, aged and receiving public assistance. The Negro and Japanese, on the other hand, are to a large degree family groups, although they live in the same area which is heavily populated by aged, single, Gentile White men receiving public aid. Thus, although the two minorities seem to be paying greater rents, they are paying them for larger units. It seems safe to say that actually the rental level for the Negroes and Japanese is lower than for the Gentile Whites in the same area. This would square with the fact that the units of the minorities are more likely to be unfit for use than is true of the Gentile White dwelling units. We thus see that the assumption of the status level of these groups must be to assign them the lowest position on the continuum judged by the level of the areas in which they live, by their housing characteristics, and by the fact that they alone of all the minorities, are not superior in quality of housing to the Gentile White population which lives with them.

It is well known that ascribed, or socioeconomic status, and actual economic status of social classes are frequently divergent. It has been seen in this study that insofar as these statuses are reflected in housing characteristics and in spatial location, both have an ecological expression. If similar relations were found to be characteristic of American cities, and if the validity of these relations were demonstrated by the use of such an objective measure as a Social Status Scale,⁷ it would be possible to secure accurate status ratings of minority ethnic types through ecological study of their space relations with

⁷F. Stuart Chapin, *Contemporary American Institutions*, Harpers, 1935, Chap. 10.

other ethnic types. Without being able to show this one may suggest the hypothesis that status relations between minority and majority ethnic categories are such that invasion by a minority can take place in a

majority area only when the minority population has achieved a definitely higher economic status than is characteristic of the resident majority type.

LEVELS OF CULTURE AS LEVELS OF SOCIAL GENERALIZATION¹

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IN TEXTS in social psychology and sociology, there appears to be unabated confusion in the use of such terms as "mores," "morals," "moral code," "morality," and "moral behavior." At times related to such other terms as "folkways," "customs," "ways," "practices," and "social habits," the description and the use of the terms all too frequently lack as great precision as might be obtainable without doing violence to the facts and generalizations so labeled.

From time to time, writers who have been bothered by this vagueness have either sought to clarify W. G. Sumner's² influential folkways-mores theory³ or have rejected or

ignored it and have offered another in its place.⁴ As a matter of fact, even Sumner as the sponsor of "folkways" and "mores" as sociological terms raised at least as many questions without attempting to answer them as he did questions for which he provided tentative answers. His definition and usage of the terms, too, left much to be desired in consistency.

¹Examples of this are naturally numerous; to illustrate: M. J. Herskovits and M. M. Willey, "The Cultural Approach to Sociology," *American Journal of Sociology*, XXIX, 1923, pp. 188-99, and "Psychology and Culture," *Psychological Bulletin*, XXIV, 1927, pp. 253-83; Clark Wissler, *Man and Culture*. New York: Thomas Y. Crowell Co., 1923; Edward Sapir, "Culture, Genuine and Spurious," *American Journal of Sociology*, XXIX, 1924, pp. 401-20; F. S. Chapin, *Cultural Change*. New York: Century Co., 1928, pp. 44-50; R. H. Lowie, *Culture and Ethnology*. New York: Boni and Liveright, 1929; Bronislaw Malinowski, "Culture," *Encyclopedia of the Social Sciences*. New York: Macmillan Co., 1932, IV, pp. 621-45; Ruth Benedict, *Patterns of Culture*. Boston: Houghton Mifflin Co., 1934; Ralph Linton, *The Study of Man*. New York: D. Appleton-Century Co., 1936, esp. chaps. 5 and 6; J. W. Woodard, "A New Classification of Culture and a Restatement of the Culture Lag Theory," *American Sociological Review*, I, 1936, pp. 89-102; Alfred Weber, "The Historical Pattern of Social Change," *Journal of Social Philosophy*, II, 1936, pp. 35-54; R. K. Merton, "Civilization and Culture," *Sociology and Social Research*, XXI, 1936, pp. 103-13; Richard Thurnwald, "Civilization and Culture," *American Sociological Review*, I, 1936, pp. 387-96; Clyde Kluckhohn and W. H. Kelly, "The Concepts of Culture," in Ralph Linton, ed., *The Science of Man in the World Crisis*. New York: Columbia University Press, 1945, pp. 78-106; and Melvin Tumin, "Culture, Genuine and Spurious: A Re-Evaluation," *American Sociological Review*, X, 1945, pp. 199-207.

²Read before the Michigan Sociological Society, at Ann Arbor, April 28, 1945. In the development of the formulations presented in this paper, the author has had the benefit of suggestions from Stanley H. Chapman, Maurice R. Davie, Fred Eldean, Nelson Foote, Irving D. Robbins, James W. Woodard, and Earl Zinn, and from the following colleagues in sociology at Wayne University: Maude L. Fiero, Frank E. Hartung, Norman Daymond Humphrey, Edward C. Jandy, Donald C. Marsh, Fritz Redl, Melvin Tumin, and Lent D. Upson.

³*Folkways: A Study of the Sociological Importance of Usages, Manners, Customs, Mores, and Morals*. Boston: Ginn & Co., 1907; copyright 1906, esp. chaps. 1 and 2.

⁴To illustrate, G. P. Murdock, "The Science of Culture," *American Anthropologist*, XXXIV, 1932, pp. 200-15; John Dollard, "Culture, Society, Impulse and Socialization," *American Journal of Sociology*, XLV, 1939, pp. 50-63; W. F. Ogburn and M. F. Nimkoff, *Sociology*. Boston: Houghton Mifflin Co., 1940, pp. 53-62; C. S. Ford, "Culture and Human Behavior," *Scientific Monthly*, LV, 1942, pp. 546-57; and Leo W. Simmons, *Sun Chief*. New Haven: Yale University Press, 1942, pp. 385-97.

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The point has frequently been made that "folkways" and "mores" are such vague terms or such general and unusable conceptions that they might well be discarded.⁵ Even works by apparent admirers of Sumner's contributions⁶ make but general and vague or slight reference to or utilization of the folkways-mores theory of culture. But substantial arguments can be raised in support of the theory's use, albeit in modified and clarified form.

The introduction of the term, mores, as something different from an individual's corresponding habits and still not as tenuous as moral principles, gives a label to recognizable social phenomena for which the English language had not provided an adequate term prior to the publication of Sumner's *Folkways*. The word folkways also has rather appropriate connotations and can be given suitable denotations for sociological purposes. In short, while these terms are not all one might ideally ask, they have achieved wide scientific and popular usage—wider, it is generally agreed, than competing terms. The sociologist, too, can seldom invent new labels of worth for his concepts, but must frequently select words in general usage, especially when possible ones are current, and give them scientific utility through more precise definition, through more exact relation of labels to objective observations. Examples are race, adaptation, assimilation, conventions, morals, practices, habits, as well as the now popularized folkways and mores.

Popular terminology has the added merit of permitting contributions stated in it to reach non-specialist audiences more readily and more effectively than contributions set forth in esoteric language. It places the sociologist in the perspective of being a clarifier of social thinking about society rather than in that of being merely a creator of verbalizations of possible value to specialists.

⁵ Edwin M. Lemert, "The Folkways and Social Control," *American Sociological Review*, VII, 1942, pp. 394-99; E. E. Eubank, *The Concepts of Sociology*. Boston: D. C. Heath & Co., 1932, p. 221.

⁶ See, for example, the articles in G. P. Murdock, ed., *Studies in the Science of Society*. New Haven: Yale University Press, 1937.

Before attempting here something of a re-orientation and clarification of a part of Sumner's folkways-mores theory, it will be profitable first to summarize briefly what he apparently conceived that theory to be:

Sumner⁷ said that a folkway is "a habit for each [member] and a custom for the [group or] society. . . . It has the power of a habit and custom, and is carried on by tradition." A folkway can be seen, therefore, as a summarizing abstraction, a social construct or patterned typification, derived from the relatively similar behavior (verbal and other) exhibited in the presence of similar stimuli by members of a group or of a number of groups in a society.

Certain folkways become vested with "a moral opinion; namely, an opinion that a usage is favorable to welfare." These folkways Sumner called mores. In other words, as Sumner⁸ stated elsewhere, folkways become mores "when they include a judgment that they are conducive to societal welfare, and then they exert a coercion on the individual to conform to them, although they are not co-ordinated by any authority." To emphasize the compulsive nature of mores, Sumner⁹ adds that the "mores are social ritual in which we all participate unconsciously. . . . For the great mass of mankind as to all things, and for all of us for a great many things, the rule to do as all do suffices." Or, as Robert E. Park and E. W. Burgess¹⁰ have stated it, "Under the influence of the mores men act typically, and so representatively, not as individuals but as members of a group."

In view of the automatic adherence of in-

⁷ "The Mores of the Present and the Future," 1900, pp. 140-64, in A. G. Keller, ed., *War and Other Essays by William Graham Sumner*. New Haven: Yale University Press, 1911, pp. 140-50.

⁸ *Folkways*, p. iii. Cf., *ibid.*, pp. 2-3, 30, 33-38 et passim.

⁹ *Ibid.*, p. 62.

¹⁰ *Introduction to the Science of Sociology*. Chicago: University of Chicago Press, 1924, p. 30. Compare Émile Durkheim, *Elementary Forms of Religious Life*. Trans. by J. W. Swain; London: Allen and Unwin, 1915, esp. pp. 206-08, and Ferdinand Tönnies, *Die Sitte*. Leipzig: Rütten und Loening, 1909.

dividuals to patterns of behavior resembling the types Sumner called folkways and mores, at first glance one would assume that he would work out a differentiation between such conceptions and the more idealized and generalized patterns we call conventions and morals. This anticipation is given some impetus by the appearance of both mores and morals in the subtitle of his book, *Folkways*. But further reading suggests that Sumner merely rejected morals on the whole as a scientific term, even though he made vague use of it from time to time.¹¹ In *Folkways*, it is said to have been Sumner's purpose "to relieve the conception of custom of . . . indefiniteness and intangibility. . . . It was found necessary to adopt the terms 'folkways' and 'mores' to cover social usages and traditions, in order to evade the set of vague connotations that cling about the more familiar term."¹² Sumner¹³ took the position that "philosophy and ethics are products of the folkways. They are taken out of the mores, but are never original and creative; they are secondary and derived. They often interfere in the second stage of the sequence, —act, thought, act."

By not distinguishing between a conception that might well be denominated morals or moral principles and the one that he called mores, Sumner permitted his employment of mores to fall heir to some of the vagaries associated with the other word.¹⁴

¹¹ A. G. Keller, ed., *War and Other Essays by William Graham Sumner*, pp. 11, 120-46 (referring to passages in essays written in 1003 and 1010), for illustrations.

¹² W. G. Sumner and A. G. Keller, *The Science of Society*. New Haven: Yale University Press, 1927, I, p. 31.

¹³ *Folkways*, p. 38.

¹⁴ Recent writers have frequently followed Sumner in this ambiguity. For example, Kimball Young, in *Sociology: A Study of Society and Culture*. New York: American Book Co., 1942, pp. 41, 498, identifies mores with the "moral code" and "moral behavior." Some attempt to avoid this conceptual confusion at the cost of terminological awkwardness by following the lead of Alfred Weber, "Prinzipielles zur Kulturosoziologie," *Archiv für Sozialwissenschaft und Sozialpolitik*, XLVII, 1920, pp. 1-40, and "The Historical Pattern of Social Change," *Journal of Social Philosophy*, II, 1936, pp. 35-54. Weber, Merton, MacIver, and Thurnwald, with

About as far as he went in stripping mores of moralistic ideas was in his discussion of "Religion and the Mores."¹⁵ There, in relating religious morals to popular mores, he comments, "No religion of those which we call world-religions, and which have a complete system, is ever put in practice as a whole; the people always take out of it what suits their tastes and ideas, and that means especially their mores. . . . All the elaborate (i.e., civilized) religions impose duties which are irksome, especially if they are interferences with interest or with human passions and appetites. The duties are neglected, and then comes fear of the anger of the deity. At this point ritual enters in as expiation, and atonement, especially in the forms of self-discipline, sacrifice, self-mutilation, scourging, fines, fasting, pilgrimages, church-going, etc." Despite this suggestion of a basis for differentiation, however, the confusion occasioned by lack of distinction is emphasized by the recent identification of mores by Sumner's student, A. G. Keller,¹⁶ with "elementary morals." In more detail, Keller's¹⁷ theory is that the "morals are always secondary, for they are merely the mores which, by their lastingness and real or fancied importance, have become positive and are defined

some variations, limit "culture" to what we here call morals or moral principles, otherwise stated as ideals, values, and emotional aspects of group patterns, whatever the latter may be thought to imply. They regard "civilization," in the words of MacIver (p. 273), as "the utilitarian order, . . . subject to the criterion of efficiency." This includes the utilitarian aspect of group patterns, together with material objects and techniques for making and using them. See R. K. Merton, "Civilization and Culture," *Sociology and Social Research*, XXI, 1936, pp. 103-13; R. M. MacIver, *Society: A Textbook of Sociology*. New York: Farrar and Rinehart, 1937, pp. 272-81; and Richard Thurnwald, "Civilization and Culture," *American Sociological Review*, I, 1936, pp. 387-96, and *Werden, Wandel und Gestaltung von Staat und Kultur*. Berlin und Leipzig: de Gruyter, 1935.

¹⁵ A. G. Keller, ed., *War and Other Essays by William Graham Sumner*, pp. 120-46, p. 136 quoted.

¹⁶ "Mores," in H. P. Fairchild, ed., *Dictionary of Sociology*. New York: Philosophical Library, 1944, p. 190.

¹⁷ *Societal Evolution*. New York: Macmillan Co., rev. ed., 1931, p. 62.

in dogma and rule." This identification of the morals with the mores overlooks their chief characteristic: They are on a different level of generalization from the folkways and mores. As is indicated below, the conventions and morals may well be regarded as societal conceptions, and the folkways and mores as more precise and compulsive group constructs. Consequences to this theory of the fact that groups vary widely in size—from the dyad to something very large—are taken up below.

This outline and critique of certain fundamental aspects of Sumner's folkways-mores theory is naturally too over-brief to be adequate, but it perhaps serves to place certain conceptions before us. As his ideas are developed in greater detail by Sumner¹⁸ in his *Folkways* and elsewhere, however, such questions as the following are neglected: Even in primitive societies with relatively simple structures, are the folkways and mores of the constituent groups of the same order of generalization from individual behavior and of the same order of compulsiveness upon individual behavior as the over-all conventions and morals? Are there not immoral mores and immoretic morals in a great many if not in all societies?

Robert S. Lynd, in his *Knowledge for What?*,¹⁹ speaks of how our culture contains "a wealth of contradictory assumptions," but are these "assumptions" so contradictory

when related to group subcultures? Are they not contradictory subcultures—immoral mores, variant mores, and immoretic morals—rather than "assumptions"? Ralph Linton, in his *The Study of Man*,²⁰ gives considerable emphasis to "cultural alternatives," but to what extent do such differentiations within a culture offer the individual an actual range of choice as to suitable practice patterns? For any given group or class status, is the range not very narrow? What are the consequences of such relationships to individuals as they move temporally through the age groups and as they travel "vertically" or "horizontally" from group to group?

In a brief paper, such questions naturally cannot be answered, even in a tentative sense, but it is proposed to advance here a restatement and an integration of several aspects of a theory of culture that may prove helpful in social and societal analyses, in the study of actual situations such as are suggested by the foregoing questions. This re-orientation and integration resulted from an inability upon the part of the author to verify these aspects of the Sumnerian and certain other theories of culture in terms of actual social observations without the proposed modifications.

In this formulation, it is suggested that culture consists of three levels of social generalization from behavioral phenomena. These are: (1) *the individual level*, which may be defined culturally in terms of a continuum of patterns that ranges from practices to habits; (2) *the group level*, defined in terms of a similar continuum that extends from folkways to mores; and (3) *the societal level*, defined in terms of another continuum that may be thought of as running from conventions to morals or moral principles. If it were not for the aura of absolutism some are now attempting to gather about "values," there would be no objection to that term as a synonym for morals. These continua are the subject of the diagrammatic analogy presented in Figure 1, "Societal, Group, and Individual Aspects of Culture."

¹⁸ In all fairness to Sumner, his writings must be viewed in time perspective and with due regard for the editings of Keller. Edwin M. Lemert, for example, treats *What Social Classes Owe to Each Other*. New York: Harper & Brothers, 1883, as if it were written by a mind of the same maturity as that which developed *Folkways*. Boston: Ginn & Co., 1907. See Lemert, "The Folkways and Social Control," *op. cit.*, pp. 394-95. See the four volumes of W. G. Sumner's collected essays, ed. by A. G. Keller: *War and Other Essays*, *Earth Hunger and Other Essays*, *The Challenge of the Facts and Other Essays*, and *The Forgotten Man and Other Essays*. New Haven: Yale University Press, 1911, 1913, 1914, and 1919.

¹⁹ Princeton University Press, 1939, p. 62. Cf. A. M. Lee, "Public Opinion in Relation to Culture," *Psychiatry*, VIII, 1945, pp. 49-61, and "Interest Criteria in Propaganda Analysis," *American Sociological Review*, X, 1945, pp. 282-88.

²⁰ New York: D. Appleton-Century Co., 1936, pp. 273-74, 278-80.

These continua, in a given society, are regarded as consisting of elements related to comparable interests and as ranging from patterns accepted automatically and without any marked degree of social compulsion (practices, folkways, and conventions) to patterns concerning adherence to which considerable social compulsion is exerted (habits, mores, and morals).

Before further discussion of Figure 1,

are correspondingly more vaguely defined. In tiny groups, the folkways and mores resemble more closely the practices and habits of their members in corresponding areas. In large groups, they resemble more closely conventions and morals.

The significant familial, vocational, religious, and neighborhood groups are types to which "the group level" most obviously applies, types that contrast with "the indi-

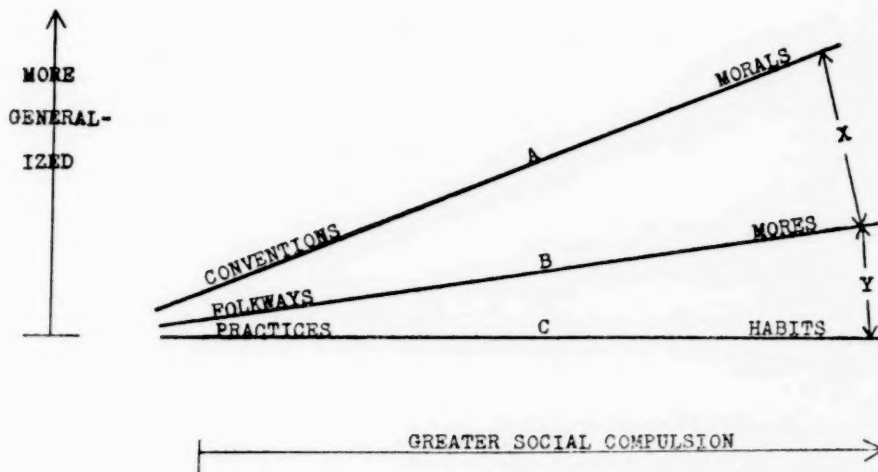


FIGURE 1. Societal, Group, and Individual Aspects of Culture. *A* represents societal concepts of behavior patterns arranged in a continuum from conventions to morals; *B* represents corresponding group constructs of behavior patterns arranged in a continuum from folkways to mores; and *C* represents corresponding individual patterns arranged in a continuum from practices to habits. *X* is a measure of group deviation ("immorality") from societal norms, which may be variously interpreted, justified, or obscured. *Y* is a measure of individual deviation from group norms. The diagram is in terms of one individual in one group in one society, naturally a highly simplified characterization.

it should be noted that the author's conception of "group" is not as categorical or truncated as some might infer from the foregoing. A group is taken to be any aggregation of two or more people who have some similar interest or interests and who thus in this more or less narrowly defined aspect of their lives participate in what amounts to a common area of social interaction on common terms. In general, as the interests served are less immediately physiological (less immediately associated with maintenance and reproduction) or as the groups have fewer opportunities for face-to-face participation, the character of the social interaction becomes more tenuous, and the group folkways and mores

vidual level" and "the societal level." It is recognized, however, that only arbitrary distinctions can be drawn between individual and small group phenomena, as overtly manifested, and between large group and societal phenomena. As in describing other social and societal characteristics, one deals here with phenomena that may be arranged in continua and for which usefully representative types may be selected. Some may regard this sort of analysis as clumsy, despite its close approximation to sense observations, but categorical analyses become obstructive to the determination of significant relationships.

For the purposes of the present discussion, it will be assumed that one group continuum

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is theoretically adequate for purposes of typification, and that the relatively compulsive familial, vocational, religious, and neighborhood groups are sufficiently typical of "the group level" to characterize it, that they are at least sufficiently typical to highlight a workable theory.

To return to the discussion of Figure 1: The patterns of behavior of an individual

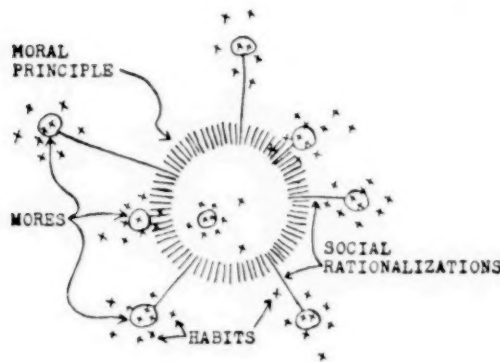


FIGURE 2. A Moral Principle in Relation to Corresponding Mores and Habits. A societal concept, a *moral principle*, is here related graphically to corresponding group constructs, *mores*, of which it is in part a generalization and to which it has a more or less strained relationship, expressed in *social rationalizations*. Each of the corresponding mores is in turn related to the individual patterns, the *habits*, of which it is in part a generalization and to which it has a more or less strained relationship, variously criticized and justified. The habits, in turn, are social generalizations based by the individual and the group upon actual incidents in the behavior of individuals.

group-member dealing with some interest are more specific than the typical group construct, the folkway. The individual patterns tend to have unique details, to deviate in various more or less minor ways from group norms. When these deviations are significant and recognized, they are subject to group disapproval or rationalization and to individual justification.

The folkways, in turn, cluster more or less closely about the core of conceptions that have come to be recognized as belonging to the society's conventions-morals continuum. The mores can thus be immoral, and group members embody this judgment or a ration-

alization of it in such statements to novices as, "Let's not be naïve. It's time for you to learn what the score is." The morals of a society can also be regarded as immoretic in terms of a given group's mores. The more or less strained relationship of a given group mos to its corresponding societal moral principle, if significant and recognized, may be subject either to the disapproval of other groups or to socially accepted moral rationalizations. At any rate, such deviations are usually covered with group-satisfying adequacy by the group's own social rationalizations.

For a diagrammatic analogy to typify these theoretical relationships, see Figure 2, "A Moral Principle in Relation to Corresponding Mores and Habits."

These relationships are demonstrated time after time in our society in struggles over so-called socialized medicine, freedom of speech, academic freedom, improved interracial and intercultural relations, and the budgets of civic and religious organizations. Let us discuss each of these three cultural levels in somewhat greater detail:

1. *Individual Level*. The continuum on the individual level from practices to habits was labeled with somewhat more arbitrarily selected terms, it is admitted, than the continua on the other two levels, the group (folkways-mores) and the societal (conventions-morals). By practices, reference is made to socially exemplified behavior patterns taken on by individuals with little or no social compulsion. They are the individual counterparts of folkways and conventions plus the results of peculiar individual experiences and somewhat unique or variant inferences. Habits are practices the taking on of which has been accompanied by some form of real or fancied, actual or potential, societal and group compulsion; they are the individualized or personalized counterparts of mores and morals plus the results of peculiar individual experiences and somewhat unique or variant inferences.²¹ Since these terms are used here

²¹ Compare Knight Dunlap, *Habits*. New York: Liveright, 1932, p. 3; Gardner and Lois B. Murphy and T. M. Newcomb, *Experimental Social Psychology*. New York: Harper & Brothers, rev. ed.,

in an overt behavioral sense, the problem of whether such patterns are conscious or sub-conscious may or may not have societal or group significance. The members of the Harvard Psychological Clinic²² ascribe to a habit system behavior that "has become automatic, that proceeds without much conscious intervention, that recurs repeatedly in the same form." They say that it "is formed by the structuralization (mechanization) of what has frequently occurred, whether determined by the Superego, the Ego or the Id. The habit system accounts for most rigidities, particularly those which the individual himself cannot abandon."²³

As Simmons²⁴ has concluded, such a person as his Hopi subject is not only a creature, a creator, and a carrier of folkways and mores²⁵ but also their manipulator. His Hopi "is a creature of his culture in the sense that his behavior—his acts, thoughts, and feeling tones or sentiments—are largely molded by it; and it is probably impossible to understand him without recognition of this fundamental fact." To an extent, the person is also "a creator of his culture in that he can never quite perfectly match up to the idealized standards, and may occasionally even initiate a variation—by accident, invention, or borrowing—and see it imitated by others

until it has become a folkway or *mos*."²⁶ The individual's role as a slightly imperfect carrier of culture is thus also clear, a transmitter to others of societal and group patterns. As a manipulator, he may have the luck or ingenuity to "utilize the mores to his own advantage," to "marshal them to strengthen his position or to coerce associates into fulfillment of his requirements; or he may even inspire other persons to make sacrifices. If he finds himself in situations of compromise, he may flaunt folkways, ignore mores, and take refuge in 'higher principles,' arguments of expediency, or supernatural indorsements."²⁷

The conclusions of Simmons are presented at some length both because of their pertinence to a discussion of the individual level of cultural generalization and also to suggest the consequences of his lack of differentiation between mores and morals. At one point, in discussing his Hopi as a creature of culture, Simmons identifies culture loosely with the mores. At another point, in analyzing in a summary fashion the role of his subject as a manipulator of culture, he assigns a significant role to cultural elements he calls "higher principles" and "supernatural indorsements," phenomena different apparently from the mores and yet societally compulsive and individually useful.

This internalization of the societal and of various groups' cultural patterns gradually turns a physiological phenomenon into a socialized person. Calling the normative aspects of habits, mores, and morals, "values," the Murphys and Newcomb²⁸ con-

1937, esp. chaps. 5, 6, and 10. For enlightening comparisons of individual patterns with class and group mores and societal morals, see John Dollard, *Caste and Class in a Southern Town*. New Haven: Yale University Press, 1937, esp. chaps. 5, 17, and 18; Leonard W. Doob, appendix, "Poor Whites: A Frustrated Class," in *ibid.*, pp. 445-84; and Leo W. Simmons, *Sun Chief*. New Haven: Yale University Press, 1942, pp. 25-381.

²² H. A. Murray and others, *Explorations in Personality*. New York: Oxford University Press, 1938, pp. 140-41.

²³ See also Neal E. Miller and John Dollard, *Social Learning and Imitation*. New Haven: Yale University Press, 1941; and E. R. Hilgard and D. G. Marquis, *Conditioning and Learning*. New York: D. Appleton-Century Co., 1940.

²⁴ *Sun Chief*, pp. 388-9.

²⁵ In the first three cultural roles of an individual, Simmons follows Sumner and Keller, *The Science of Society*. See also John Dollard, *Criteria for the Life History*. New Haven: Yale University Press, 1935, and Abram Kardiner, *The Individual and His Society*. New York: Columbia University Press, 1930.

²⁶ Dollard believes that there are "at least five situations in which the habits of individuals may change." He mentions "(1) the situation of culture change in the society, (2) life dilemmas in social group, (3) the psychiatric learning situation, (4) the psychoanalytic learning situation, (5) the situation of the clinical group." See John Dollard, "The Acquisition of New Social Habits," in Ralph Linton, ed., *The Science of Man in the World Crisis*, pp. 442-64, pp. 442-43 quoted.

²⁷ L. W. Simmons, *Sun Chief*, pp. 388-89.

²⁸ *Experimental Social Psychology*, p. 375. Compare: Émile Durkheim, *On the Division of Labor in Society*. Trans. by George Simpson; New York: Macmillan Co., 1933, II, chap. 5; Charles Horton Cooley, *Human Nature and the Social Order*. New

clude that, for "better or worse, the child grows up in a world of values; much of his 'continuity,' his 'variability' and most of his 'consistency'—as well as most of his 'inconsistency'—come back ultimately to the pattern of values in terms of which he lives." In this process, to use our terminology, the individual constantly faces mores and morals patterned into roles and institutions; both types of patterning, as is indicated below, have their moretic and their moral aspects.

2. *Group Level.* Mores are practical, expedient, and compulsive;²⁹ their contrast with society's morals is a measure of what is popularly labeled as group hypocrisy.³⁰ Mores and other folkways are so inclusive that an adult member of several groups finds himself equipped to handle most problems involving social relationships in terms of the folkways of the groups to which he belongs rather than through reference to more rational procedures. Somewhat of the process of "becoming mature" in a society consists of a person accommodating his moral superego to the requirements of moretic group structures and individual desires and needs.

York: Charles Scribner's Sons, 1922; Edward C. Jandy, *Charles Horton Cooley: His Life and His Social Theory*. New York: Dryden Press, 1942, pp. 89-170; G. H. Mead, *Mind, Self and Society*. Chicago: University of Chicago Press, 1934, esp. part 1; Sigmund Freud, *New Introductory Lectures on Psycho-Analysis*. New York: W. W. Norton, 1933, chap. 3; and Talcott Parsons, *The Structure of Social Action*. New York: McGraw-Hill Book Co., 1937, chaps. 8-11.

²⁹ This is not meant to suggest that individuals necessarily need to be coerced into taking on habit patterns similar to group mores. As the Murphys and Newcomb point out in their *Experimental Social Psychology*, p. 238, "we suspect that children . . . 'take' it with celerity because they love or fear the vehicles which carry it," referring by "it" to culture. For other insights into the processes by which individuals are socialized, see Neal E. Miller and John Dollard, *Social Learning and Imitation*, and John W. M. Whiting, *Becoming a Kwoma: Teaching and Learning in a New Guinea Tribe*. New Haven: Yale University Press, 1941.

³⁰ For an analysis of the functional significance of this clash between societal expectations (morals) and group mores in the case of the medical profession in the United States at this time, see the author's "The Social Dynamics of the Physician's Status," *Psychiatry*, VII, 1944, pp. 371-77.

Only in times of critical maladjustment in society do the folkways fail to furnish *folkways*-molded individuals with rather automatic guidance in social relationships, with definitions of the "common sense" things to do. At times of crisis, the resulting bewilderment emphasizes the all-embracing character of such traditional guides, despite inconsistencies between group mores and morals, and the trauma occasioned by being forced to face trying social problems without preconceived and socially tested formulas.³¹

In terms of the institutional and role configurations in which culture predominantly presents itself to individuals, the folkways-mores patterns define the "internal" characteristics of such configurations. Behind the façade provided by morals-defined societal expectations of the proper, right, or "necessary" characteristics of an institution and its associated roles, the folkways-mores patterns define the ways in which an institution and its associated roles "really work."³² These patterns, which in a professional field conflict sharply with the textbook idealisms dictated by societal expectations (conventions-morals), are the practical and expedient understandings and techniques, the customary ways of exercising power, cutting corners on the morals, handling aggressiveness, exploiting submissiveness, and making the best of public relations and industrial relations situations.

These folkways are largely unwritten, accumulated as a result of "practical experience—not book learning," and fall into role configurations of considerable precision and, for a given time and place, of rather great rigidity. In addition, in their institutional

³¹ G. and L. B. Murphy and T. M. Newcomb, *Experimental Social Psychology*, pp. 373-75.

³² *The Autobiography of Lincoln Steffens*. New York: Harcourt, Brace and Co., 1931, p. 47, "I saw that the Legislature wasn't what my father, my teachers, and the grown-ups thought; it wasn't even what my histories and the other books said. . . . Nothing was what it was supposed to be. . . . What troubled me most, however, was that they none of them had any strong feeling about the conflict of the two pictures." See J. W. Woodard, "The Role of Fictions in Cultural Organization," *Transactions of the New York Academy of Sciences*, Series II, VI, 1944, pp. 311-44.

configuration aspect, they also set the relations between functionaries and the "outside world" and between practical procedures and the institution's moral pretensions, as defined for it by society. Such clashes as those between the "practical men of affairs" and the "professors" can be interpreted in terms of the former being chiefly mores-molded and the latter being predominantly morals-shaped men. Only in avowed trades schools under industrial and professional domination, such as those of engineering and business administration, do idealistic societal expectations (morals) give way somewhat to group mores.³³

In addition to these structural configurations of folkways into roles and institutions, they may also be thought of ideologically as being related to sentiments and interests, even though individuals are rarely able to define their own sentiments with any accuracy and candor. Not only are sentiments not always understood on a verbal plane by individuals but the description of many actual sentiments in such terms is taboo. Such sentiments and deepset interests are psychologically complex emotional biases and canalizations of emotional drive, frequently ambivalent, determined culturally, environmentally, and physiologically.³⁴ These factors, with a high degree of similarity among individuals in similar settings, help individuals to organize and rationalize their roles and their interpersonal and institutional relationships.

3. *Societal Level.* Conventions are societal generalizations of the folkways of constituent groups over long periods of time, characterized by being sufficiently glittering and general, even though dogmatic, to permit rationalistic avoidances of apparent contradiction. The morals are conventions derived over long periods from the mores of historical and contemporary groups and from traditional hu-

man aspirations, frustrations, and ascetic tendencies.³⁵ Conventions, in other words, are such broadly accepted societal patterns as are included in language and social "mannerisms." Morals, on the other hand, are traditional generalities concerning right, wrong, duties, rights, and taboos handed down in a society and frequently formalized into sets of commandments, codes of ethics, or canons of ethical principles. They contain large elements of asceticism, humanitarianism, and formalism or ritualism. They dominate the teachings of societal surrogates—parents, ministers, teachers—even though they are frequently at odds, as is indicated above, with the group mores of such surrogates and of the groups served by them: "Do as I say, not as I do!"

Morals represent crystallizations of a society's traditional aspirations as vaguely defined somewhat colored by dominant group or class mores. They are chiefly significant in shaping the superegos of the young³⁶ and in providing the main staples for propagandists—glittering generalities and name-calling symbols,³⁷ righteous justifications and condemnations, suitably and variously interpreted, for certain social institutions, functionaries, and courses of action.³⁸ Morals

³³ W. G. Sumner, *Folkways*, chap. 18, "Asceticism," highlights problems arising from his confused conception of the relation of cultural elements to thinking, behavior, and societal structure. He found asceticism in many cultures, but instead of assuming it might have societal, group, and individual functions he claimed it to be "only an aberration," p. 610.

³⁶ The superego, conscience, or moral sense "is made up partly of objective moral judgments and partly of compulsions arising from the teaching and discipline of childhood," including "the remnants of the exaggerated and fantastic moral judgments of the child." It "is neither wholly rational nor wholly subjective and irrational. It is partly the one and partly the other."—E. F. M. Durbin and John Bowlby, *Personal Aggressiveness and War*. New York: Columbia University Press, 1939, pp. 18-19. See also Sigmund Freud, *The Ego and the Id*, trans. by Joan Riviere; London: Hogarth Press, 1927.

³⁷ See A. M. and E. B. Lee, *The Fine Art of Propaganda*. New York: Harcourt, Brace and Co., and the Institute for Propaganda Analysis, 1939, esp. chaps. 3-5.

³⁸ Compare with the theory of "formal" and

³⁴ See the discussion of the educational aspect of this situation in Marshall Field, *Freedom Is More Than a Word*. Chicago: University of Chicago Press, 1945, chap. 3, "An Atmosphere of Freedom."

³⁵ See A. M. Lee and N. D. Humphrey, *Race Riot*. New York: Dryden Press, 1943, pp. 107-08, and the author's "Public Opinion in Relation to Culture," *Psychiatry*, VIII, 1945, pp. 40-61.

have no necessary congruity with the mores of a society's constituent groups or with the habit patterns of individuals, as Figure 2 suggests by analogy. Such subjects as theology, ethics, and traditional—but not scientific—"social science" concern themselves to a great measure with working out rationalizations between morals and group mores.³⁹

As the foregoing discussion of the group level suggested, folkways and conventions can be thought of as falling into role and institution configurations and of presenting themselves largely in those relationships to individuals. They can also be thought of as being organized ideologically—consciously or not—in terms of certain sentiments or major moral premises.

Moral roles and institutional structures are the societal definitions of what roles and institutions ought to be. They are the glittering façades of societal expectations. It is upon the basis of such definitions, by and large, that young people are attracted to professions; if their transition from moral to moretic comprehension is not handled gradually and carefully, disillusionment and even revulsion may result. As Thomas Henry Huxley noted, in his *Science and Morals* (1886), "The foundation of morality is to have done, once and for all, with lying." But men live in all so-

cieties more by the mores than by their morals. It sometimes takes a deal of patient and tenuous casuistry, or, more effectively, some obscuring social distances, to give group mores the "proper" social rationalizations, the "proper" relationships morally to societal morals.⁴⁰

With respect to major moral premises, it can be recalled that Abraham Lincoln⁴¹ discerned that public opinion, "on any subject, always has a 'central idea,' from which all its minor thoughts radiate." He referred to "the equality of man" as one such central idea. Morals, the stuff out of which public opinions are chiefly made, also have such central ideas or major moral premises. Such a major moral premise in our society as the Commandment, "Thou shalt not kill,"⁴² becomes the center of a whole configuration of moral idealizations in peacetime, but in wartime the vagueness of morality and the expedient considerations embedded in the mores permit many professional moralists to sanction the necessity of killing.⁴³ Similar illustrations are abundant in the fields of race relations, education, democracy, international relations, and elsewhere throughout our society's morals.

In the attempt being made here to reorient a complex sociological theory, adequate illustration would require a vast amount of space. Several examples only will be offered in addition to those given or referred to above; these are offered to emphasize the significance of the changes suggested. Dollard notes "that the dominant aim of our society seems to be to middle-class-ify all of its members."⁴⁴ This is probably due to the prolonged adolescence

"real" meanings in James Burnham, *The Machiavellians: Defenders of Freedom*. New York: John Day Co., 1943, esp. part 7. Interesting comparisons may also be made with the theories of Georges Sorel, *Reflections on Violence*. Trans. by T. E. Hulme; New York: Peter Smith, 1941; Robert Michels, *Political Parties*. Trans. by Eden and Cedar Paul; New York: Hearst's International Library Co., 1915; Vilfredo Pareto, *The Mind and Society*. Trans. by A. Livingston and A. Bongiorno; New York: Harcourt, Brace and Co., 1935, I-IV. Burnham, Sorel, Michels, and Pareto all make somewhat similar distinctions between discussions on a moral plane and those on a practical plane, as did Niccolò Machiavelli and Baltasar Gracián y Morales much earlier, even though their terminologies differ and their theories deviate. In the present article, the distinction is placed in the perspective of an integrated theory of culture. See Machiavelli, *Discorsi sopra la prima deca di Tito Livio*, 1532, and Gracián y Morales, *Oráculo Manual y Arte de Prudencia*, 1647, variously translated.

³⁹ Compare with Thomas D. Eliot, "Morals," in H. P. Fairchild, ed., *Dictionary of Sociology*, p. 198.

⁴⁰ Andrew D. White, *History of the Warfare of Science with Theology in Christendom*. New York: D. Appleton, 1903, I and II.

⁴¹ J. G. Nicolay and John Hay, eds., *Complete Works of Abraham Lincoln*. New York: Century Co., 1894, I, p. 225.

⁴² *Exodus*, 20:13.

⁴³ Daniel Poling, "Report From the Front," *Conference: The Magazine of Human Relations*, I, 1945, p. 12. See also Ray H. Abrams, *Preachers Present Arms*. New York: Round Table Press, 1933.

⁴⁴ John Dollard, *Caste and Class in a Southern Town*, p. 431. See also his *Criteria for the Life History*, esp. chap. 11.

that is associated with the "strainer" or "get ahead" mores of middle-class people and with their concomitant requirement of longer training periods for their children. Since the social teachings of the children in the home and of students in schools are dominated more by societal morals than by the more expedient and practical mores of any given group, and since middle-class mores are rationalized in a sophisticated manner with societal morals, despite apparent contradictions, the morals-mindedness of middle-class people is thus emphasized. Their leadership in education, religion, and other civic and social affairs gives them an opportunity, especially in the United States, to extend this middle-class characteristic to the children of other classes and groups. In relatively stable societies morally, like England, where highly sophisticated and crystallized rationalizations of morals-mores contrasts are relatively established and unquestioned, the utility to the controlling group of the morals as instruments of social domination is greatly heightened.

A phrase that highlights the characteristics of the three levels of culture is "Honesty is the best policy," a dogma of American morals. Business group mores modify this to "Honesty is the best policy, but business is

business." Labor group mores modify the general proposition, in turn, to "Honesty is the best policy, but a worker would be a fool if he didn't look out for Number One." And similar adaptations are available for practically every group in society, whether based upon age, professional, avocational, or other differences and interests. The individual adaptation of such a principle takes somewhat this form, "Honesty is the best policy, and business mores are all very well and should be followed, but in *this* case I've got a higher loyalty to my family and/or myself," a rationalization that leads sometimes to prison and that at least yields fascinating insights into "white collar" and other types of "criminality."⁴⁵

While these theoretical suggestions are presented briefly, it is hoped that they are adequate to propose a practical restatement of culture theory to meet the clinical demands of psychiatrists and students of social structure and dynamics and also to meet in part the need for a more tenable interconnection of psychiatric, social psychological, and societal theories.

⁴⁵ See E. H. Sutherland, "White-Collar Criminality," *American Sociological Review*, V, 1940, pp. 1-12, and "Is 'White Collar Crime' Crime?" *American Sociological Review*, X, 1945, pp. 132-39.

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THE MEANING AND EVOLUTION OF ART IN SOCIETY*

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ART is at once a social product and an established means of social control. Art forms are largely socially conditioned and determined, while these are the most effective modes of regulation of the lives of individuals and societies. Both the present psychological and psycho-analytic approaches to art have, however, hardly done justice to the social factors that enter into the unconscious mechanisms of artistic creation or into phantasy-making and the formulation of archetypes in art that become significant personality builders and social binders in all epochs and cultures. A comparative study of types and archetypes in myth, religion and art is of invaluable importance in understanding the psychological roots and processes of reconciliation and synthesis of the unconscious urges and instincts and the social impulses and pressures that underlie all artistic activity or enjoyment. Thus the social psychology of art, bringing to light the various dynamisms such as myth-making, sublimation and symbolization that bring about the fusion of the unconscious and the conscious in art, helps us in understanding man's emotional misfits and adjustments in a given social and economic milieu or those generic art forms that represent mankind's expressions of, as well as escapes and compensations for, living in society. Such universal expressions of types and symbols are reached in art through an effective social disguise that relieves man's heartache without letting him know what the ache is, and through a profound detachment that invests them with a clarity and lucidity that the mind's screen of meanings, labels and stereotypes ordinarily hides from itself. It is these which explain the enduring attraction and power of the world's great art-forms that feed and stimulate both the minds and hearts of

vast masses of men through the centuries.

But art forms and experiences cannot be judged in their true import without entering into the domain of the mystical life which gives the real clue to the essence of beauty and all significant art forms. Metaphysics, religion and art have all equally found their goals in a reconciliation of certain primary opposites in a higher and a more comprehensive unity and order. Art comprehends and expresses the recurrent alteration of the opposite principles of Being and Becoming, of silence and activity in metaphysics and religion as rhythm or harmony that is the essence of the sense of beauty. The profound rapport of the artist with the object of construction simulates the activity of the soul or Being in finding its absolute rest and joy in identification with the manifested world or Becoming. It is this which brings forth the inner harmonies and rhythms of the fine arts—the cadences of words, the patterns of colour and the significant forms of painting and sculpture that give us delight, though we cannot explain it. This aspect of analysis would bring art study in closer intimacy with the thought-forms and structures and the formless inexhaustible stirrings of a country or an epoch.

The treatment of art motifs and forms in their social background and from the angle of sociology is even more significant and imperative. Great art expresses the universal social symbols and archetypes that have been connected with the summits of intellectual and emotional experience of various peoples in the history of civilization. Art is a mode of apprehension and communication. It speaks in "the tongue of men and of angels," the vernacular of images, symbols and fantasies, revealing the soul of a culture and social milieu in a more significant manner than religion, science and philosophy. For it is his impassioned appreciation that enables the artist more than the seer or the saint to penetrate into the true nature of

* The Editors think that American sociologists will be interested in the contemporary thinking of an eminent Indian sociologist in the eventful year of 1945.

his object of adoration, and give it finality and permanence. How rarely, however, does the history of civilization, not excluding even Wells' synoptic *Outline of History* and Toynbee's *Study of History*, comprise a survey of the art forms and ideals of the human race! It is the bare materialistic outlook of earlier sociology under the inspiration of Herbert Spencer that is largely responsible for the neglect of the significance of the arts in the history of social development. Modern sociology should now vindicate the importance of this fertile field—the study of art-forms as the unchecked efflorescence and clarified utterance of culture, as its principal measure, directive force as well as means of control.

The contours of culture in different epochs and races and the march of human civilization cannot, indeed, be understood without reference to the meaning of the principal archetypal images and symbols such as Osiris and Isis, Siva and Sakti, Asura and Titan, Buddha and Christ, the Virgin and the Hermaphrodite, Madonna and Venus, Angel and Man-animal, Dragon and Garuda, or, again, Swastika and Cross and all the rest, that myth and religion have cherished and art has constructed and beautified among different peoples through the centuries. Since the dissociation of art from religion and the rise of naturalism and intellectualism in the 15th and 16th centuries, Europe has largely lost the community feeling and the unity of the human spirit with the visible world that modern science and metaphysics have not succeeded in recovering for her. She has since largely disregarded the archetypes and symbols that in the Orient are at once metaphysical, ethical and artistic, feeding both the imagination of the common people and intellect of the elect. A lapse of the cultural legacy of effective symbols and archetypal images to which the larger community values easily attached themselves, an exaggerated subjectivism and a distinction between popular and aristocratic art have gone together in Europe, leading art to sterile paths. Modern Expressionism in the West had its many precursors in the East, and it is necessary for the progress of art to compare and contrast their respective art motifs and methods.

It is thus we can delve into the techniques, conventions and forms by which different peoples seek to express universal and eternal values in art and evolves a new plastic pan-human language for the translation of universal, abstract and rhythmical values or order and unity in keeping with the needs of the present generation.

Men are basically similar in all regions and races in their bodily construction and instinctive equipment, in their emotional weaknesses and intellectual conflicts. They have similar emotional problems of youth and love, activity and renunciation, frustration and enjoyment, sin and purity, triumph and death. In spite of the differences of idiom and syntax the tongue of true art has ultimately similar implications and meanings for human life and destiny everywhere. And, in fact, man cannot be true to his common human heritage if Buddha and Siva, Sakti and Angel, Pieta and Resurrection, Virgin and Saint, Venus and Cupid remain the unshareable possessions of particular peoples. On the other hand, the universality of appeal and the perfection of beauty of such images and symbols depend upon the extent to which these are not allegorical, nor have meanings only in a social context that require an intellectual explanation. All masterpieces of art are pregnant with a direct and immediate signification that is always there, eternal and universal.

No one in the modern age needs to be a Buddhist, a Hindu or a pessimist in his outlook on life to recognize the beauty of the icons of Buddha and Siva, embodying a profound stillness of the human spirit that has conquered all struggles and passions. No one needs to be a Pagan to enjoy the beauty of the statues of Venus and Aphrodite, Apollo and Hermes, envisioning in marble the ideals of balance, and of the joyousness of the life of the senses. For a Buddhist, a Hindu or a Greek the images, of course, meant much more than to moderns, but the essential beauty of the particular sensuous forms remains. That rests, in the first place, on the profound, eternally valuable moods and attitudes of human life and culture that these images embody, and, secondly, on the

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abstract formal rhythms and symmetries, the play of light and shadow, relief and solidity, that bring to an emotional focus those moods and attitudes to be appreciated intensely and vividly by all human beings irrespective of their social predilections and individual idiosyncracies.

In pre-history and in modern primitive community art and religion combine their resources in guiding man's easy and effective adaptation mainly to the hostile forces of his animate or inanimate environment. Art, like primitive man's ritual and observance, expresses his desire for power, ascendancy over nature and constant fear and anxiety that dominate the psychological situation. Before he goes to war, hunting expedition or ceremonial dance, primitive man decorates himself with various kinds of necklaces, belts and other ornaments artistically fabricated out of skin, tusk and bone that impressively protect him from evil, or contribute towards an easy capture of dreaded animals by casting a spell on them; while the imitation of animal voices and movements and the mask and costume used in religious rites engender rapport with the totem animal or god of which it is a vivid representation. The belief that man gains power over a person or an object by his power over its representation is the major inspiration of the primitive artist or artist-magician. Among primitive peoples artistic adventures gain much from magic that sets its seal of social approval upon the images of various spirits, ancestors and gods that are much more "real" than any conceived by civilized man. For the masks, fetishes and idols give deep satisfaction to the primitive man's powerful instincts of self-assertion and fear as well as to his impulses of construction and embody community emotions and attitudes with more than usual intensity and order. Neither masks, fetishes and idols nor rites and ceremonies are merely religious or magical. These form integral imaginative products in which certain norms of communal action or social values are revealed in the most impressive manner for the primitive peoples. Thus these become effective binders of tribes and folks, concrete symbols of tribal union as

well as the safety valves of the savage individual's dominant impulses of fear and power that are worked off and achieved poise by being canalized into legitimate, practical social channels prepared in advance. Such fetishes and idols in primitive sculpture are very much alive in the sense that they participate in the life of the community, are spoken to, have food set before them, and are consulted for advice. "In the Marquesas, as in some other parts of Polynesia, a song of creation is sung which introduces the 'newly created image' into all that already exists. The same is true of the masks of the Congo Negroes which are ritually born into the tribal life."¹ No wonder that ancestors, demons and gods share in the dominant passions of the primitive peoples, especially those emotions that arise or are invoked on critical occasions in their life. "The religious statutes of the Melanesians and the idols of the West African Negroes," observes Hirt, "undoubtedly owe something of their wild and fantastic likeness to an attempt to awaken as intense an impression as possible of the divine powers which they are intended to represent." In a higher stage of evolution as among the Pueblo Indians, formal conventions and patterns come to restrain the vigour and vehemence of the representation of images. In figures of ghosts and gods of wood and stone abstract and cubistic forms are met with in primitive art that relying on the geometrical effect of light and shade and simplification of features often show great force and concentration of emotions. Savage art is on the whole expressionistic, and rich with formal values. But it expresses only a limited range of human emotions and attitudes, especially fear, sex and assertion that are also discernible in the formulae and gestures of worship and ritual. Nor is it without significance that it is occasions of birth, death, initiation, sacrifice or war which move the savage's whole emotional being most profoundly that are celebrated by rituals or dramatized enactments regulating his affective life and laying down norms of behaviour

¹Werner: *Comparative Psychology of Mental Development*, p. 410.

through an impressive array of idols, masks, decorations, totemic carvings or paintings and mimetic activities. Particularly widespread in the savage world are the initiation ceremonies, that are artistic dramatic performances of the maturation of sex, and normal sex conduct made impressive by song and dance. Similarly mortuary observances are universally intended, through ritualized lamentation and song through decoration of the corpse and dramatized performances, to work out the grief and bewilderment of the kinship group at times of death.² It is also noteworthy that the animation and power of idols and fetishes and the exuberance of songs, dramatized dances and magical observances are greater, the more compelling the instincts and interests and the deeper the fears, apprehensions and perplexities of the savage. Due to the vehemence of the desires and emotions of the primitive peoples whose fears and desires are reflected in the various magical entities and dynamic powers that constitute their conception of reality, their songs, rituals and dances interpolate with the tribal routine of life, abolishing the barriers between every day existence and the reality. Every primitive tribe has the art it deserves, moulded by its mental attitudes, dispositions and emotions. With social development the savage's emotional attitude towards the universe is profoundly transformed. No longer is his imaginative world inhabited solely by hostile influences, dangerous powers and bewildering spirits that confusedly mingle together. Art like religion discovers protective birds and animals, guardian spirits and totems, and an entire complex of mimetic dances and cries, rituals and ceremonies comes to express and regulate unconscious desires and attitudes. As emotional tensions are overcome or the natural vent of impulses comes under regulation, the expression of sex in phallic images and of power and assertion in idols of ghosts and spirits, in masks and totem poles, is shorn of its crudeness and violence. Gradually the idea of self develops in primitive society. The

souls of the dead are believed to inhabit statues of ancestors the modelling of which has reached high development in North West America, Africa, Melanesia and New Guinea. Man's double or mana, the soul substance, is also considered by many primitive peoples to infuse with power fetishes or figures of gods and demons. This metaphysical notion invests primitive sculpture with a supernatural import as statues come to be regarded as the habitat of the mana with magical or supernatural results. Similarly totemism that establishes the primitive man's emotional rapport with animals whose qualities of strength, agility and cunning he fears and admires underlies the vigour of his animal statues, masks, paintings and tattooings, and the widespread and remarkable use of animal motifs throughout the savage world.

Primitive art is also full of decorative, geometrical designs and patterns that cannot be understood without reference to symbolic meanings. Boas, indeed considers that among many primitive tribes decorative art for its own sake hardly exists; the decorated object representing prayers, other ideas relating to the supernatural or war-like deeds. "Among primitive people," he observes, "the aesthetic motive is combined with the symbolic, while in modern life the aesthetic motive is either quite independent or associated with utilitarian ideas."³ Though the decorative tendency is predominant in primitive art, it is by no means true, however, that realistic or imitative qualities are not shown. Like European palaeolithic art, the art of the Bushmen of South Africa and the Eskimos of Siberia, for instance, has reached an astonishingly high level in the representation of naturalistic forms. As in primitive religion, so in primitive art the distinction that the mature mind makes between truth and imagery or symbol, between reality and myth or metaphor does not exist. A primitive idol, fetish or mask is not a symbol or image; it is the self-sufficient, intelligible reality embedded in the whole complex of tribal life. It is deeply satisfying both in its sensuous beauty due to its formal qualities and in its truth

² Malinowski: *Magic, Science and Religion in New Guinea*.
³ Boas: *The Mind of Primitive Man*, p. 243.

due to the adequate explanation it offers of observed phenomena of nature and human life through the unbroken transition from the realm of imagination to the realm of everyday reality.

It is the nature and content of the mental processes in immature or developed mind within its cultural envelope that determine both the style and functions of art and religion. As the human mind matures, gods and spirits no longer enliven by their presence wars and chases, rituals and ceremonies. Man can dissociate his environment and routine of life from the objects and images of artistic construction and religious experience. Art also ceases to function as propitiation or worship. Ritual among different peoples and civilizations represents different degrees of blending of art and myth, magic or religion, employing various gestures, motifs and symbols. Due to this blending and to the social significance of the entire behaviour complex it has been suggested by Durkheim that religion had its origin in ritual, and by Jane Harrison that art arose from ritual. The truth is that in early stages of social evolution the patterns of behaviour are woven out of the subtly combined threads of magic, religion and art, and it is difficult to separate a particular stand from the total experience. In the ritual, when the savage group represents or dramatizes the expected hunt or war expedition, the movement of their food or guardian animals and resurrection of vegetation in spring, the elaboration or repetition of the actions, gestures or spoken words is in keeping with the strong emotions aroused on each occasion. The whole people participate in the dance or magical ritual by clapping, rhythmic swaying or acting as chorus. As a matter of fact magical ritual embraces only those activities and interests that arouse intense emotions through their mysterious or perilous nature. The mass or community character of the ritual is also strikingly evidenced by the fact that on such occasions of dealing with the mysterious and hazardous experiences, the routine of activities of the tribe is suspended and the entire community forgathers and participates. It is the rhythm which furnishes

the orienting and organizing principle of the tribe in earnest action and emotion; and this spreads from ritual dance, song and poetry to the decorations of earthen and wooden utensils and textiles, to representational sculptures and to the signs and symbols of individual and group worship and social intercourse.

Such is the hold of rhythm in the interplay of man's intense emotions and performances; its meaning is entirely lost sight of if it be regarded as a mere physiological reaction or mechanical expedient. All people have their signs, emblems and symbols, designed for economy of action and expression of emotions and meanings, and these become saturated with emotions as they are ordered according to repetitive or alternating bodily movements and gestures closely connected with rhythmical physiological processes. It is the cumulative force of the rhythm that makes all gestures and movements effective in regulating the forces of nature according to human purposes. Just as dancing feet compel rainfall, rhythmical movements and gestures of the hands are powerful to bring supernatural forces in the aid of the devotee or worshipper. This can be best illustrated by the fact that a symbol understood as a graphic figuration, as it is most commonly, is the fixation of a ritual gesture or movement or series of movements that has to be made to trace it. The use of signs of recognition in the initiatory rights of the primitive peoples, the preparation of talismanic figures, the tracing of Yantras in Hindu worship and the mudras or grips in Oriental iconography represent movements and attitudes forming what psychologists call "motor sets." There are not only visual but also auditory symbols. Rene Guenon has suggested that their respective predominance is characteristic of two kinds of rites which relate in the beginning to the traditions of sedentary peoples in the case of visual symbols and to these of nomadic peoples in the case of auditory ones. Auditory symbols include the Mantra as contrasted with the Yantra in Hindu tradition and it is significant that the Yantra is effaced as soon as the rite is ended, indicating that the Yantra

is identical with the ritual gesture that is also made explicit by the repetition of the Mantra in the actual construction of the Yantra or the execution of the rite. It will thus appear that a rite is made up of a body of symbols comprising not only objects or figures but also the bodily movements and gestures affected and the appropriate words pronounced so that their meaning is derived from the entire series of movements and is not inherent in them. It is thus the notion of gesture that brings magic, religion and art into true unity and this also has a deep significance in the metaphysical domain.⁴

Rituals, symbols and gestures are means by which man enters into communication with the higher states of being whether totem, ancestral spirit, mana or deity. For centuries in India the Tantric system of worship, that was adopted by different religions in India including Buddhism and Jainism, required the preparation of diagrams on a board or canvas with mystic formulae and painted forms of the deities and their worship with offerings. Throughout the world the disregard of tradition has tended to sunder the rites from symbols which are, however, two aspects of a single reality. With the growth of the rationalistic spirit the motifs and symbols in the ritual come to be interpreted rationally as means of expression of new conceptions and attitudes. As the traditional ritual is thus explained away, sometimes only the element of art in the dance, play, music or dramatic enactment remains as the *raison d'être* of the ritual. In Buddhism, Islam or Protestant forms of Christianity the rational attitude has led to the disdain of ritual as a superstition, and the expulsion of art from a large sector of life. More than religion it is art in the song, poetry, the socially valid myth or symbol and behavior of the ritual that reveals clearly the basic attitudes of different cultures. In man's mature mind just as food and worship, activities and rituals, images and realities no longer intermingle, artistic and religious apprehension also comes to be

differentiated in its function in contemplation. Both thrive on contemplation but aesthetic contemplation does not linger over truths as truths *per se* which religion cherishes. Art clothes truths in garbs of concrete imagery, attitude and feeling that all aid one another and form a unity of experience, vivid and intense. Myths, legends, fairy tales and historical narratives of primitive peoples that often combine fact and fiction, art and science, hold together clans and tribes and effect their easy adjustment to nature and the milieu. Religious myths in particular persist because of their integration of human emotions and attitudes with magical and supernatural beliefs.

On the other hand with the evolution of man's religion art concerns itself with idols and paintings and with myths and legends dramatizing the lives of gods and goddesses and frees itself from magical motives and purposes. Art in an advanced stage of social development subserves the spiritual needs of the people through allying itself with idolatry, the construction of temples and family altars and the development of religious epic and drama. It is thus the history of art aligns itself with man's intellectual progress. But even in mature civilization though art aids religion, through the composition of hymns and prayers, narratives and legends, through the sculptural representation of the deity in the form of the human hero or idealized man and woman, and through the development of temple architecture, ceremonial and festival, magic still reigns supreme in folk cults and rituals, mimetic plays or vegetation ceremonies that are, however, not permitted within the temple premises but treated as outside the pale of orthodox observance. Art and religion develop together. Art fashions the deity cult in which gods represent not the mysterious forces and events of the world but the aspirations and travails of the human soul. Thus art like religion, explores the entire meaning of life, the heights and depths of man's experience, fashions appropriate symbols and makes these emotionally potent through songs of praise and thanksgiving to the deity who protects him from the forces of evil and mis-

⁴ Rene Guenon: "Rites and Symbols" in *Journal of the Indian Society of Oriental Art*, Vol. IX, 1941.

fortune, often represented as Titans, and dramatizing worship as the elaboration of the inner struggles of personality and man's delicate nuances of approach to the deity. Even in the stage of mystical contemplation which is largely dissociated from the context of myth and tradition, and the ritual of traditional worship art still plays its role in revealing the Beyond and the Absolute through poetic imagery and allegory that deeply stir the religious emotions.

Man's aesthetic and religious impulse and attitude come out of the same stem of self-expression and reconciliation of the discords of the world and the tensions of the self in a rhythm, unity and order. Myth and religion create the archetypal symbols and images that bring poise or repose to the self. Art embellishes and makes these vivid, aiding the self in the process of myth-making, symbolization, rationalization and sublimation and in yet profounder integrations of the personality, and engendering a sense of ineffable joy, rhythm and beauty in the inner life. Myths, symbols and imagery that religion provides for art are constantly refashioned by the latter; in this renewal and re-interpretation these become surcharged with emotions and meaning attitudes, vivid and powerful foci for fresh effort in religious and aesthetic contemplation. It is then that the concrete and the abstract, the mundane and the transcendental values easily slip into each other, which is, indeed, the summit of aesthetic and religious experience. The human becomes transmuted into the divine and life is envisioned as the sport of the gods in the Paradise of man's heart. Art is great to the extent it expresses the impersonal and the universal in concrete patterns, and the spiritual climate in which the human and the divine meanings and values interpolate is most favorable for its development. Aesthetic experience is characterized by the same sense of competence and insight that are the *sine qua non* of religious experience. Like religious intuition aesthetic intuition obtains these from its unique vision of the wholeness of the universe. But it adds to these, and lingers over a vivid sense

of rhythm or harmony that brings about utter identity between the universal and the concrete, the transcendental and the human through the replacement of the *idea* by the *feeling* of identity. From the sense of harmony emerge the patterns of color and plastic and melodious rhythms that represent the so-called formal values of art, and that are rooted in man's deepest realizations in propitious moments of spiritual or aesthetic ecstasy. Art thus affirms the religious faith that makes the dumb speak and the lame to ascend mountains. It is the sole, reliable testimony to the vision and power of true religion, as it brushes aside the cobwebs of dogma and the rust of belief that obscure the direct vision of religious ecstasy. Art breaks as many religious idols as it creates, renovates and embellishes. As religion languishes or dies, idols insensibly change into stiff forms, or these may obtain a fresh lease of life through the aesthetic fervor taking the place of the religious sentiment, and become new symbols of the life and imagination of the people.

It is not necessary that the symbolic dialect of art remains the same. The iconoclasm of Islam, the austerity of Puritanism and the rationalism of the modern scientific epoch have chilled spiritual passions and discouraged plastic expression, but the search for beauty has at the same time created noble architecture, over-elaborate decorative art, delicate craftsmanship and grand poetry and music. But, on the whole, in the history of human culture the outburst of enthusiasm of a people or an epoch that has reduced the chaos of the universe into order and given to the world its imperishable legacy of art motifs and symbols has so far shown itself in the visible forms of religion. The principal reason is that man's sense of order in the universe, of unity of self or Being with the world or the Becoming, is a mystical sense that is the core of both art and religion, that is anterior to and surpasses visible forms of art and codes of morality and constantly creates fresh, visible and expressive idols and poems out of the infinite world of forms and movements that stir man's desires. Both art

and religion have helped each other, religion at its highest enormously enriching the intellectual content of art, and evoking at the

same time unexpressed rhythms and symmetries in the field of vision.

WORKER ATTITUDES AND INDUSTRIAL ABSENTEEISM: A STATISTICAL APPRAISAL

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IN A RECENT STUDY of the factors associated with absenteeism in a south-central New York State industry, the writer made use of certain basic sociological assumptions and methodological techniques which are likely to be of interest to the professional sociologist. This paper is concerned with a brief analysis of the nature of the industrial absenteeism problem, the rationale for the approach used, and the statistical methodology employed in arriving at the relative "importance"¹ of the "causes"² of absenteeism. The detail with which the findings of the investigation are discussed is consistent with the methodological emphasis of the paper.³

Industrial absenteeism, until World War

II the subject of relatively little careful investigation, is now being recognized by both management and labor as one of the most important problems industry is having to face today. The wartime absenteeism rate, seldom below 4 per cent, has at times mounted as high as 15 or even 20 per cent in some industries. Louis Falzer of the War Production Board War Production Drive Headquarters points out that the absenteeism rate at the beginning of 1943 ranged from 2.5 per cent to 8.8 per cent.⁴ *Factory Magazine* sets the average rate at 5.7 per cent.⁵

A great deal of confusion has arisen because of the failure of industry to agree on a definition of absenteeism. Partly due to this fact, little work has been done in the way of developing standardized techniques for collecting basic data, and the computation of rates suitable for comparing industries and research findings has been grossly haphazard.

Eleanor V. Kennedy defines absenteeism as "the failure of workers to report on the job when they are scheduled to work."⁶ Duane Evans writes: "For practical reasons, absenteeism is usually defined as the absence of a worker during a full shift that he is scheduled to work."⁷ In the investigation reported in this paper, the Kennedy definition gives an absenteeism rate of 12.2 per

¹ The word "importance" is usually so ill-defined and, therefore, so controversial that the writer wishes to call attention to the danger of using it in any discussion of this kind. However, to take care of the few instances where it has crept into this report, by "importance of a factor" is meant the closeness of its association with absenteeism and its utility, therefore, as a predictor of the criterion.

² While it is necessary to keep in mind that a coefficient of correlation must be considered only as a measure of covariation, not as a proof of causation, it is nevertheless practical when one has a high correlation coefficient to think in terms of a possible cause-effect relationship when he is groping for remedies for such a problem as absenteeism. It is not a matter of dogmatically declaring or assuming causation, but it is an expression of a belief or faith in the existence of causation to the point where it justifies action on the part of industrial management in the direction of changing attitudes of workers and conditions affecting such attitudes.

³ The detailed and elaborate analysis of the data can be found in the writer's unpublished doctoral dissertation, "Factors Associated with Absenteeism in a South-Central New York State Industry," 1944, Cornell University Library, Ithaca, New York.

⁴ "Tested Ways to Reduce Absenteeism," *Factory Management and Maintenance*, Vol. 101, No. 2, March, 1943, 83.

⁵ *Ibid.*

⁶ Eleanor V. Kennedy, "Absenteeism in Commercial Shipyards, 1942," *Monthly Labor Review*, Vol. 56, No. 2, February, 1943, 212.

⁷ Duane Evans, "Absenteeism in Relation to War Production," *American Labor Review*, Vol. 56, No. 1, January, 1943, 1.

cent. When part-shift absences are excluded (i.e., Evans' definition is applied), the rate is 8.4 per cent.

Fortune Magazine writes that the causes of absenteeism "are as various as human behavior."⁸ *Modern Industry*, a management magazine, recently listed twenty reasons for absenteeism; A. G. Mezerik has tabulated more than thirty;⁹ William Green, on the March of Time program, spoke of one hundred reasons.

One can start with the assumption that absenteeism is the result of a multiplicity of causes. There is full agreement on this point among sociologists, psychologists, psychiatrists, and all others whose job it might be to deal with the problem. Also, there are certain conditions which to a high degree can be called wartime phenomena and which conceivably may make definite contributions to the increased absenteeism rate. Furthermore, the high wartime rate calls for a redefining and reevaluating of old causes.

With few exceptions, research studies of industrial absenteeism have neglected that phase of their investigation which pertains to the *relative* utility of the various factors as predictors of the criterion and, consequently, their relative promise as points of attack on absenteeism. Adequate treatment here calls for careful and rigorous statistical analysis. It calls, furthermore, for a study of the attitudes of workers in addition to the usual factual information about them.

UTILITY OF PRESENT INVESTIGATION

The wartime picture is such as to enhance the utility of the first part of the study—an investigation of the attitudes of industrial workers toward various spheres of their living and the association of these attitudes with their attendance at work. The present demands of the armed forces for men has rendered the industrial manpower situation critical: it is now a matter of improving what one has, not a matter of discarding it for something better and available. Manage-

ment has a chance of changing the attitudes of its workers and by so doing improve the absenteeism rate to the point where its two biggest problems, shortage of manpower and increased production, are in a measure compensated for.

The second part of the study has to do with factual information furnished by the questionnaire and the association of these data with absenteeism. A comparison of the most promising of these factual items with the most assuring attitudinal areas is the third part of the analysis.

Management can do little if anything in the direction of altering such things as the age, sex, marital status, former work record, or number of dependents of the workers. These are predominantly matters of fact, not of attitude. Furthermore, management is in no position in wartime to be "choosy"; it finds its hands tied in the matter of choosing workers whose characteristics (e.g., age, sex, etc.) are favorable to a good absenteeism record (determined on the basis of the association of these characteristics with absenteeism). However, this type of information may have a very important place in the near future, when peace returns, in helping to determine the selection of personnel. A knowledge of the association of factual items with absenteeism might well be of considerable value in selecting a worker for a job in a situation where there were more applicants than jobs—where the bargaining balance favored the employer. In such a case, management could choose its personnel with care, with an eye to hiring only those workers whose characteristics were such as to make good attendance records highly probable.

THE PRESENT INVESTIGATION

Data for the study were collected by means of a questionnaire distributed to all workers in the plant. In the very beginning, 35 workers were interviewed at the plant by the writer an average of one hour and fifteen minutes. Their stories, along with information furnished by the literature on absenteeism, served as the basis for the construction of the questionnaire. This questionnaire contained 86 items, calling for 129

⁸"Absenteeism: the New National Malady," *Fortune*, 27:104-105.

⁹A. G. Mezerik, "Why Workers Stay Home," *New Republic*, 108:437.

WORKER ATTITUDES AND ABSENTEEISM

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responses; each item was chosen because of its seeming association with absenteeism.

Of the 861 questionnaires distributed, 480 were returned, 466 of which were usable. This represents an effective return of 54 per cent. Of the questionnaires used, 352 were returned in boxes at the plant, the remaining 114 by mail. This sample of 466 workers, in addition to being large, was shown by the chi-square test to be representative of the population of Plant X workers. Absenteeism record, age, and sex were the factors used to establish the representativeness.

Scaling of the type used in the Research Division, Special Services Branch, Army Air Forces of the War Department, and multiple regression and correlation methods were employed in the analysis of the data.

DEFINITIONS

- a. *Absenteeism*. Situation wherein a worker is not at his job when he is supposed to be.
- b. *Attitude*. Propensity or predisposition of a person to act in a certain way. *Attitudinal items* are those items in the questionnaire which ask questions regarding the opinion and feeling of the worker about various phenomena. Attitude here is a qualitative variable, involving a subjective value judgment (usually expressed in terms of "more" or "less").
- c. *Fact*. An objective expression of a condition which lends itself to rigorous categorizing or measurement. *Factual items* are questions concerning the existence or non-existence of certain objects or phenomena and the magnitude of such existence. They do not involve answers based on opinion, feeling, judgment, or any other type of subjective reaction.¹⁰
- d. *Sample*. The 466 Plant X workers who returned usable questionnaires.
- e. *Population*. All Plant X workers.
- f. *Universe*. All workers in industries similar to Plant X.¹¹
- g. *Area*. A group of attributes of similar content.¹²
- h. *Scale*. The multivariate frequency distribution of a universe of attributes for a population of objects is a scale if it is possible to derive from the distribution a quantitative variable with which to characterize the objects such that each attribute is a simple function of the quantitative variable.¹³

The description of the analysis carried out in this investigation can be understood best by breaking up the reporting into three parts: (1) the relative utility of attitudinal areas; (2) the relative utility of factual items; and (3) the relative utility of the most promising attitudinal areas and factual items.

the same quality of illumination, but one may label his lighting at the job "excellent," while the other labels it "poor."

The popular conception of fact as including all phenomena is not the definition here. That a person has a particular attitude toward a particular object or phenomenon is a fact, according to common usage, but in the present study a narrower interpretation is used.

¹⁰ Plant X manufactures power and drive chains, sprockets, tank tracks, and gun parts. The work done consists of pattern making, foundry work, link punching, riveting and testing, chain shearing, cyanide and rotary hardening, carburizing, parkerizing, and degreasing, link washing, chain assembly, chain and power drive inspection, tool making and repairing, and the maintenance of these operations by electricians, plumbers, carpenters, painters, blacksmiths, and janitors. Other workers do the usual shipping and office work accompanying such production. The universe of the present study consists, therefore, of workers in industries calling for the same type of work and manufacturing similar products. Of course, Plant X is a single observation from the universe of all such plants.

¹¹ Just what items to include in an area is a matter of selection based on informal experience and consensus.

¹² This definition is that of Guttman ("A Basis for Scaling Qualitative Data," *American Sociological Review*, Vol. 9, No. 2, pp. 139-150). See also his definition of variable, attribute, single-valued function, simple function, scale variable, scale score, scale order, and category order.

¹⁰ "Number of visits to a doctor a year" (a specific number); "marital status" (single, married, widowed, divorced, or separated); "age"; "number of brothers and sisters in childhood home" (a specific number) are good examples of factual items. "How is your health"; "How much needless shifting of workers from one job to another is there"; "How well satisfied are you with your wages"; "Importance of job in winning the war"; are good examples of attitudinal items. About the first there can be no argument; the answers to the second type of question are expressions of opinion. Two men working side by side may well have exactly

THE RELATIVE IMPORTANCE OF
ATTITUDINAL AREAS

A single questionnaire attitudinal item is but a sample from an interrelated complex of "similar" items. So our attention is focused here on grouping items together into "natural" areas, those items being thrown together which appear, on the basis of similarity of content, to belong together. For instance, adequacy of lighting, of temperature, of restroom facilities, of ventilation, and tiresomeness and dangerousness of job, seemed to belong together in an area which could be called "Comfort at Job."

Once the items of the questionnaire were grouped into areas on the basis of similarity of content, the next step was that of determining the scalability of these areas.¹⁴ This called for the determination of scale scores.¹⁵

¹⁴Not all attitudinal items were included in scale areas.

¹⁵The International Business Machines punch cards, sorter, and tabulator were used for manipulating data for the calculation of correlation ratios, zero-order coefficients of correlation, and scaling. All data were coded on punch cards. The sorter was used for separating individuals into cells in contingency tables, for the computation of correlation ratios and zero-order coefficients of correlation.

The first step in the scaling procedure consisted of grouping items together into areas and recording them on punch cards in that manner. Then when the cards were run through the tabulator the result was a contiguous line of numbers which could easily be summed. In the coding, zero denoted no answer to a question. Since a coding of zero simply indicated that the respondent had omitted the question, it was tacitly assumed that the mid-score (i.e., by score is meant the code number) for the item was the logical entry in a situation where a score was needed but was not available. That is, if we denote by n the number of categories in an item and k the score to be used in place of a zero, our formula becomes

$$k = \frac{n+1}{2} \text{ when } n \text{ is odd}$$

and

$$k = \frac{n}{2} \text{ when } n \text{ is even.}$$

The scores were then summed for each individual. The individuals were again listed on the tabulator, this time in the order of their total scores for the area, the worker with the lowest score first, and so on. It was then examined for its

It is important to realize here that, if a scale exists, the simple correlation of absenteeism with a scale score is the coefficient of multiple correlation of absenteeism on the scale items. The scale score, therefore, is a two-way prediction device: (1) it can be used in place of the separate items of the scale for predicting the criterion; and (2) because of the internal consistency inherent in a scale, it is a score from which item scores can be obtained.

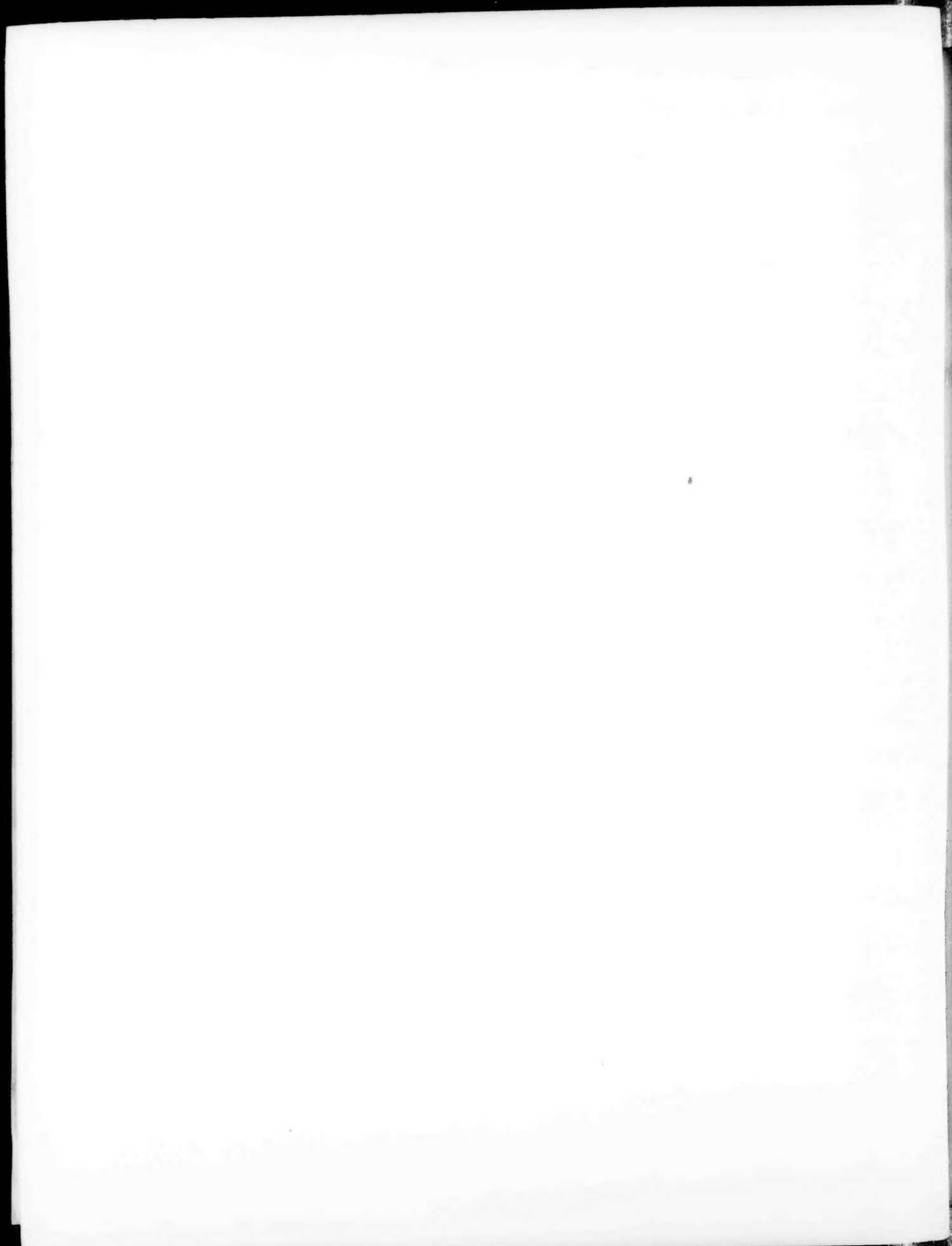
The prediction problem, therefore, consisted of two parts: (1) verifying that an individual's response to a scale item could be reproduced from his score on the scale containing that item; and (2) predicting absenteeism from the scale scores. The first procedure utilized scale analysis; the second, the multiple regression technique of predicting a dependent variable from several independent variables.

scalability, the principal technique of which consisted of an examination of the scores for an item from the top of the list to the bottom. Ideally, of course, all the 1's would appear consecutively, starting with the first individual on the list; these 1's, in turn, would be followed by all the 2's, and the 2's by the 3's, etc. But not all the 1's were grouped together, and not all the 2's fell together but were mixed with the 3's, etc. This led to further refinement, by which the correlations which were to follow were given meaning. According to scale theory, in a situation where, say, the 2's and 3's are randomly mixed, the individuals giving 2 for an answer differ in experience, insofar as that item is concerned, from those individuals giving 3 for an answer. Or it may have been that categories 2 and 3 were so similar in the thinking of the respondents that it made no difference whether they checked 2 or 3. When two categories appear the same, it is quite understandable how an individual might "miscue" and check 2 for 3, or vice versa. But this difference is negligible insofar as it affects the whole configuration, of which the item is only a part, and in the case of many items, only a small part. The very fact that these numbers are randomly mixed in a group of "like" people (i.e., individuals of the same scale type) is an indication that the differences which accounted for different responses are not important against the general configurational background. It is an item background difference which is extraneous to and, therefore, unimportant in the light of the main consideration. Consequently, the items were rescored in agreement with the above concept and were again summed over areas. These revised sums for the areas were correlated with absenteeism.

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All the areas were scales, a fact of utmost importance for the next step. It meant that the scale scores could be used as quantitative data to which the usual product-moment formula given below could be applied in de-

terminated by the effect of its omission) is a fair measure of its importance. The other method consisted of ranking a variable by averaging the ranks of its coefficient in the eight multiple regression equations formed

$$r = \frac{N \Sigma f_x d_x' d_y' - (\Sigma f_x d_x') (\Sigma f_x d_y')}{\sqrt{[N \Sigma f_x (d_x')^2 - (\Sigma f_x d_x')^2] [N \Sigma f_y (d_y')^2 - (\Sigma f_y d_y')^2]}}$$

riving area intercorrelations and the correlation of each area with the criterion, absenteeism. From these correlations were obtained the multiple regression equation and the coefficient of multiple correlation of absenteeism on the eight attitudinal areas. Also, multiple regression equations and coefficients of multiple correlation involving the criterion, absenteeism, and seven of the eight independent variables (i.e., each independent variable, in turn was omitted) were obtained by the same method. The purpose of this procedure was to determine the importance of each of the independent variables in terms of its contribution to the original coefficient of multiple correlation (i.e., the coefficient involving all eight areas).

The limitations to the use of a multiple regression equation in problems of this type are a part of the general knowledge of the student of correlation and do not need elaboration at this point. Therefore, in the light of these limitations and the narrow utility of simple correlation coefficients and ratios as indicators of the relative importance of the various factors associated with absenteeism, two additional methods were adopted. The first of these consisted of computing the amount of decrease in the coefficient of multiple correlation when each of the independent variables in turn was omitted. For example, the omission of x_2 reduced the coefficient of multiple correlation from .834 to .787, or .047, while the omission of x_3 reduced the same coefficient only .002, from .834 to .832. The importance of a factor was thus determined by the effect its omission had on the coefficient of multiple correlation. The rationale in support of this procedure holds that the contribution of each factor to the coefficient of multiple correlation (as de-

by omitting each variable in turn.

The final rating of areas was arrived at in the following manner: the eight areas were ranked in importance as described above, on the basis of (1) the value of their coefficients in the multiple regression equation of absenteeism on all eight of them; (2) the rank of the average ranks (on the basis of positive value) of their coefficients in the multiple regression equations involving seven variables at a time (i.e., each was omitted in turn); (3) the extent to which the omission of each reduced the coefficient of multiple correlation. These ranks were averaged and the averages, in turn, ranked (Table 1).

The writer holds no brief for this sort of ranking procedure per se; in this instance the highly consistent pattern presented by the various rankings is of interest. Some areas are high in rank throughout (a high rank is denoted by a low number, and vice versa); others are consistently low; while only two, x_2 and x_7 , oscillate between high and low and in each of these cases two of the three ratings are consistent with one another.

Absenteeism appears to be more of an in-shop problem than an out-shop problem, with Satisfaction with Job most important and Comfort at Job least important of the in-shop areas. Home Situation, of average importance in the whole configuration, is the most important of the outside areas, while Community Situation is comparatively insignificant. The Workers' Attitude toward Absenteeism and their Life Organization (Morale) occupy relatively minor positions in the hierarchy of association of areas with absenteeism.

While it is well to point out that there may

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be certain biases operating here to over-emphasize the importance of these in-shop areas, there is nevertheless what appears to be quite a significant difference between the extent to which absenteeism is associated with them and to which it is associated with out-shop areas. The study, therefore, becomes more of a helpful instrument for pointing out what can be improved in the shop rather than what needs to be done in the home and community situations of the workers. Traditionally, management has felt that the plant was its especial domain, the place

THE RELATIVE UTILITY OF ATTITUDINAL AREAS AND FACTUAL ITEMS

The four top-ranking attitudinal areas (Table 1) and the four top-ranking factual items (Table 2) were chosen for comparison. They were handled statistically in the same manner as the eight attitudinal areas were handled, as described earlier. The results are given in Table 3.

SUMMARY OF FINDINGS

Items measuring the attitudes of industrial workers toward various spheres of living

TABLE 1. RANKING OF SCALE AREAS BY A COMBINATION OF RATING METHODS

Area	Rank of Coefficient in multiple regression equation involving all (8) areas	Rank of Average Rank of Coefficients in multiple regression equations involving seven areas	Rank of Magnitude of Reduction in multiple correlation coefficient resulting from omission of each area in turn	Rank of Average Rank ¹
x_1 = Satisfaction with Job	1	1	1	1
x_2 = Comfort at Job	5	4	8	5
x_3 = Workers' Opinion of Efficiency of Management	2	2	2	2
x_4 = Workers' Opinion of Attitude of Management	3	3	5	3
x_5 = Workers' Conception of Absenteeism	7	7	6	8
x_6 = Workers' Home Life	4	5	4	4
x_7 = Workers' Community	8	8	3	6½
x_8 = Workers' Life Organization (Morale)	6	6	7	6½

¹ Obtained by averaging the ranks in the three rating columns and ranking these averages. Since the areas which followed the fifth-ranking area tied, each was given the rank of 6½ (i.e., the average of 6 and 7).

where it could make the greatest contributions to worker efficiency and well being—the findings here give management the chance to profit from that belief.

THE RELATIVE IMPORTANCE OF CERTAIN FACTUAL ITEMS

The zero-order coefficients of correlation of absenteeism on the factual items were used as the basis for choosing the eight most promising of these items. These eight items were then manipulated in the same way as the eight scale areas were handled, to determine their relative importance in the absenteeism picture (Table 2).

were found to group themselves into scalable areas, each of which was significantly associated with absenteeism. These eight attitudinal areas, ranked according to the closeness of their association with absenteeism, are:

1. Satisfaction with Job
 2. Workers' Opinion of the Efficiency of Management
 3. Workers' Opinion of the Attitude of Management
 4. Home Situation
 5. Comfort at Job
 6. Life Organization (Morale)
 7. Community Situation
 8. Workers' Conception of Absenteeism
- } (tie)

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As a deterrent to this type of industrial "delinquency," the proper alteration of these attitudes seems promising, especially in the light of the present manpower shortage.

5. Amount of vacation taken
6. Average length of former jobs
7. Average number of visits to doctor annually

TABLE 2. RANKING OF FACTUAL ITEMS BY A COMBINATION OF RATING METHODS

Item	Coefficients in multiple regression equation involving all (8) items	Coefficients in multiple regression equation involving seven items	Reduction in multiple correlation coefficient	Rank of average rank ¹
z_1 = Age	2	2	2	2
z_2 = Education	1	1	1	1
z_3 = Number of Dependents	3	3	3	3
z_4 = Average Length of Former Jobs	6	4	7	6
z_5 = Amount of Work Other Than That at Plant	8	8	8	8
z_6 = Average Number of Visits to Doctor Per Year	7	7	6	7
z_7 = Vacation Taken	4	6	5	5
z_8 = Similarity of Present Job to Former Job	5	5	4	4

¹ Obtained by averaging the ranks of the three rating columns and ranking these averages.

Factual items, because they measure uncontroversial actuality rather than attitudes, likely have their greatest utility to management in selecting workers. The eight most

8. Amount of outside work (i.e., work in addition to that at the plant)

In comparing the four attitudinal areas most closely associated with absenteeism with

TABLE 3. RANKING OF FOUR SCALE AREAS AND FOUR FACTUAL ITEMS BY A COMBINATION OF RATING METHODS

Variable	Coefficients in multiple regression equation involving all (8) variables	Coefficients in multiple regression equation involving seven variables	Reduction in multiple correlation coefficient	Rank of average rank ¹
x_1 = Satisfaction with Job	2	2	2	2
x_2 = Workers' Opinion of Efficiency of Management	3	3	5	3½
x_3 = Workers' Opinion of Attitude of Management	7	6	7	7
x_4 = Workers' Home Life	8	8	8	8
z_1 = Age	6	7	6	6
z_2 = Education	1	1	1	1
z_3 = Number of Dependents	4	4	3	3½
z_4 = Similarity of Present Job to Former Job	5	5	4	5

¹ Obtained by averaging the ranks in the three rating columns and ranking these averages. Since two areas tied for third place, each was given the rank of 3½ (i.e., the average of 3 and 4).

promising items of this type, in the order of their association with absenteeism, are:

1. Education
2. Age
3. Number of dependents
4. Similarity of present job to former jobs

the four factual items most closely associated with absenteeism, it was found that the ranking was as follows:

1. Education
2. Satisfaction with Job
3. Workers' Opinion of the Efficiency of

Management

4. Number of dependents
5. Similarity of job to former jobs
6. Age of worker
7. Workers' Opinion of the Attitude of Management
8. Home Situation

All this emphasizes in particular the wisdom of choosing workers for regular attendance on the basis of education and number of dependents, and, once hired, of getting and keeping them satisfied with their jobs, and respectful and appreciative of the efficiency of management.

IMPLICATIONS OF THE METHODOLOGY OF THE PRESENT STUDY

The theoretical approach used here in the study of a particular industrial problem, wherein a detailed investigation of attitudes was made, might well be employed in other problems of a similar nature. For example, a study of the attitudes of industrial workers toward labor unionism would be similar, and its possible implications far-reaching. Or, at a time like this, an investigation of labor demand, involving the desires and expectations of management with regard to future labor needs, would reveal the potentialities of rigorous study of attitudes. This type of research would be reinforced in meaning by a parallel investigation of labor supply: what the workers want and expect in the way of job satisfaction in the postwar era. All

these studies can be profitably supplemented by factual data, as was done in the present research.

The statistical techniques employed lend themselves handily to research of this type. The scaling method used here in the analysis of attitudes would have comparable labor-saving utility in similar investigations. Multiple regression and coefficients of correlation have long needed meaningful supplementation in research of this type. In short, the statistical procedure of the present investigation emphasized the utility of scaling as: (1) a way of rendering meaningful various category responses and item configurations; (2) a time and labor-saving device to supplant in appropriate places the usual tedious multiple correlation and regression methods; (3) a technique to supplement multiple correlation and regression methods; and (4) a two-way prediction device wherein scale scores predict (a) questionnaire item responses and (b) the criterion, absenteeism.

Further utilization of scaling, wherein each attitudinal area is broken down and the relative importance of separate items is determined, is reserved for a later paper. It is concerned with the way in which the scaling technique can be used to determine specifically what attitudinal items in the various areas are most promising in a remedial attack on absenteeism, and what category responses to those items are most manipulatively assuring.

A PUBLIC OPINION STUDY OF ANTI-SEMITISM IN NEW YORK CITY¹

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ANTI-SEMITISM expresses itself in several forms of overt action. These include discrimination in industry, quotas in professional schools, acts of gangsterism and hoodlumism such as the defacing of synagogues and the beating up of Jewish youngsters, to mention a few. A considerable body of public opinion tacitly approves of these activities and accepts the prejudices which are characteristic of anti-semitism. This study of anti-semitic opinions in New York City examined some of these attitudes, with special attention being paid to apparently contradictory differences found between some of the economic and educational groups within the major religious groups.

To study the anti-semitic feelings of the population several questions were chosen which were considered suitable as reflectors of these feelings. The questions sought for expressions of disapproval of the number of Jews holding government jobs, judgments on the relative honesty of Jewish business men, criticism of the patriotism of Jews, and fear of the power of Jews in the United States. A schedule was constructed containing direct questions on these subjects, along with a number of background items.

The sample selected to be analyzed was stratified on five characteristics, random samples being drawn from three rental groups, two education groups, two nativity groups (native and foreign born), and Negro and white groups, proportional to the relative size of these groups in the New York City population, as found in the Sixteenth Census of the United States. Samples were drawn from four religious groups, based upon the estimated proportions from each group

listed in the religious census of the state of New York.²

It has been demonstrated that in interviewing on anti-semitism the appearance of the interviewer might influence the respondent's answers. Therefore two equal groups of interviewers were selected, one group in which each interviewer's appearance was supposed to correspond to the common stereotype of Jewish appearance, and the other in which the appearance did not correspond to the stereotype.

Findings: The number of Jewish respondents was large and their opinions differed markedly from those of the non-Jewish respondents, so the over-all findings for 1165 cases were examined with this fact in mind. Whole percentages were considered as adequate for the analysis made here, and unnecessary refinements were eliminated. In answer to the question, *Do you think Jewish business men are as honest as other business men?* 24 per cent of the respondents answered "No," while 65 per cent answered "Yes," and 11 per cent gave qualified or non-committal answers. The "No" answers were more numerous on this question than on the others analyzed below, and reflect the centuries-old stereotype of the dishonesty of Jewish business men.

The next question was, *Do you think there are too many Jews holding government offices and jobs?* 17 per cent answered "Yes," with corresponding percentages of "No" and other answers. Then the question was asked, *Do you think that the Jews have too much power in the United States?* 18 per cent of the answers were "Yes." This question was intended to determine the extent of anti-semitism as it applies to a subject with fascist overtones, the implications being the same "threat of power" which the Nazis

¹The writers gratefully acknowledge the assistance in the field work and preliminary analysis of a considerable number of Hunter College students.

²See *The World Almanac*, 1944.

used in their onslaught against the Jews.

The last question to be analyzed asked, *Do you think that Jews are as patriotic, more patriotic, or less patriotic than other citizens?* 11 per cent of the total answered "Less." Of the four questions this stimulated the smallest proportion of anti-semitic answers. A favorite rumor during the war has been that the Jews are draft dodgers and profiteers, but this view has not been accepted as readily, apparently, as the older, more traditional forms of anti-semitism. Another factor making for the relatively small number of anti-semitic responses may be that this is an immediate and practical war issue, and people in the city have more information and are less confused.

These preliminary findings indicate that in the city anti-semitic opinions were expressed by a minority of the citizens, and that the anti-semitic group varied with the subject, with relatively few taking the view that the Jews are not patriotic, but with a large number believing in Jewish business dishonesty.

Religious and Economic Differences. The next step was to investigate the relation between economic and religious factors and anti-semitism. The 1165 cases were divided into religious groups, then subdivided into economic groups,³ and answers within each

of these categories were studied.

On the question of Jewish honesty in business the per cent of "No" or anti-semitic answers are shown in Table 1.

Table 1 shows that:

1. The non-Jewish respondents answer "No" much more than the Jewish respondents, although a number of Jewish respondents answered in like fashion.
2. The differences between economic groups among Protestants and "Others" are statistically significant.⁴
3. The difference between Catholics and Protestants in the lower economic group is significant, and in the middle economic group is worth noting as the two differences are not consistent:
 - a. The lower economic Protestants are relatively more anti-semitic than the other major groups.
 - b. The middle economic Catholics conversely tend to be more anti-semitic than middle economic Protestants and lower economic Catholics.

The interesting fact here is the emergence of the lower economic Protestants, and the middle economic Catholics as relatively more anti-semitic than the middle Protestants and lower Catholics.

TABLE 2

	Jewish	Catholic	Protestant	Other**
Upper economic				
per cent	2%	33%*	52%*	57%*
total sample	50	18	17	7
Middle economic				
per cent	2	31	22	14*
total sample	250	131	91	28
Lower economic				
per cent	3	27	39	30
total sample	200	236	97	40

* See footnote, Table 1.

** See footnote, Table 1.

groups were selected, corresponding, within a few per cent, to those reported in the 1940 Federal Census:

Upper group, monthly rental of \$76 or more, 10%
 Middle group, monthly rental of \$41 to \$75, 40%
 Lower group, monthly rental of \$40 or less, 50%

⁴The Standard Error, with $\frac{x}{\sigma} = 2$ chosen as the level of significance, was used.

TABLE 1

	Jewish	Catholic	Protestant	Other**
Upper economic				
per cent	8%	33%*	41%*	48%*
total sample	50	18	17	7
Middle economic				
per cent	7	40	29	29*
total sample	250	131	91	28
Lower economic				
per cent	11	28	50	53
total sample	200	236	97	40

* These samples are under 30 respondents, too small for reliability, except, perhaps, in the one sample of 28 cases.

** "Other" group consists largely of non-religious persons, that is, persons unable to be classified in a religious group.

³After discreet inquiry in each case the interviewers estimated the rent paid. The following three

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Table 2, showing the per cent of "Yes" answers to the question of "too many government jobs," presents somewhat the same picture:

Table 2 shows that:

1. The Jewish respondents give practically no anti-semitic responses.
2. The differences between economic groups are significant among the Protestants.
3. The differences between Catholics and Protestants are significant in the lower groups and again are not consistent between lower and middle groups:
 - a. The lower Protestants indicate more anti-semitism than any of the other groups.
 - b. The middle Catholics again tend to be more anti-semitic than middle Protestants and lower Catholics, although not at the level of statistical significance in either case. The same pattern of relations emerged here as in the previous question.

The "No" answers to the question "Do Jews have too much power," provides a further corroboration of some of these findings (Table 3):

TABLE 3

	Jewish	Catholic	Protestant	Other**
Upper economic				
per cent	0%	33%*	18%*	43%*
total sample	50	18	17	7
Middle economic				
per cent	0	27	20	18*
total sample	250	131	91	28
Lower economic				
per cent	2	29	49	40
total sample	200	236	97	40

* See footnote, Table 1.

** See footnote, Table 1.

In this question the lower Protestant group is even more anti-Jewish, almost half claiming that the Jews have "too much power." The two Catholic groups agreed in this case, the anti-semitism of the middle-Catholic group thus not appearing as consistently as those of the lower Protestants.

Why do the lower economic Protestants

and, conversely, the middle economic Catholics (with the exception of the "power" question), seem to be most affected by anti-semitic feeling? It seems likely that these lower economic Protestants compose a group of relatively insecure and frustrated members of America's native-born Protestant majority whose advantaged position is part of this country's tradition. Under such economic and cultural pressures they might readily accept propaganda antagonistic toward traditionally discriminated-against groups, against whom they vent their unrecognized anger at their own situation. The lower Catholics represent, conversely, immigrant groups who are similarly discriminated against, and they might be more tolerant of other groups and more inclined to respect the American democratic traditions.

The anti-semitism of the middle economic Catholics in this city of immigrants may indicate that some of them are reacting to Jewish competition in business. It was in regard to the question on Jewish businessmen that they reacted most sharply. It may be that the propaganda of clerical fascism also has had some influence among them. Possibly also a *nouveau-bourgeois* status among a group in a community with such heterogeneous groups, many striving for such status, might have stimulated some of the narrowness of which these attitudes are an index. These guesses do not substitute for more thorough analysis. The findings, however, suggest such conclusions and provide a basis for further thought.

Religious and Educational Differences. An analysis was made next of the answers by religious and educational groups.⁵ The question on honesty of Jewish business men produced the following "No" responses:

From Table 4, one can observe that:

1. The differences in anti-semitism between the upper educated and lower educated were small and not statistically significant, but again were reversed in the two religious groups as

⁵ The upper educated category includes respondents with nine or more years of formal education. The rest have less education.

in the economic analysis. However, both Protestant groups tended to be more anti-semitic than the Catholics. The reason for this probably is that upper economic status and educational status are rather highly correlated, and a number of upper economic persons, who in the economic analysis earlier were

groups. It would seem to corroborate the analysis given earlier regarding economic and cultural pressures, and stands out as the most significant fact in the study, one which it would be well to study further.

Conclusions. In drawing conclusions from these findings it is correct to recall that the study was limited to New York City, which is atypical of communities in the United States. It is possible also that because of the reluctance of respondents to give their opinions on a subject such as this, the findings indicate too little anti-semitism. It is our opinion that this would be a small error.

Within such limitations the following conclusions are suggested by the data:

1. While a majority of the non-Jewish persons in the sample expressed non-anti-semitic answers, a minority seemed ready to agree to the anti-semitic suggestions in the questions. This indicates that in the community as a whole there is at least a considerable minority who boldly and possibly quite naïvely accept the anti-semitic opinions as their own.

2. The lower economic and educated Protestants expressed more anti-semitism than the other groups studied. It was suggested that in this group there are many persons whose positions in the dominant religious group, and perhaps as native-born "Americans," contrast painfully with the economic disadvantage and insecurity which they experience. Such a position might lead to feelings of frustration and antagonism which could be channelized readily into anti-semitic views.

3. The somewhat less extensive anti-semitic views expressed by middle economic Catholics probably arise from other causes, among which might be a certain amount of anti-Jewish propaganda available to them, and their position in business competition with Jews.

4. New York City, with its large minority of Jews, may indicate certain unique characteristics of anti-semitism, but it is likely that several of these are common to other communities. One might ask whether, if a fascist movement were to develop further in America it would find its bases in some of

TABLE 4

	Jewish	Catholic	Protestant	Other**
Upper education				
per cent	10%	35%	37%	38%
total sample	305	162	121	46
Lower education				
per cent	7	30	43	48
total sample	105	223	84	29

** See footnote, Table 1.

shown to give relatively anti-semitic responses, were in this case probably included in the upper-education group, thus enlarging the anti-semitic group.

2. A statistically significant difference appeared between Protestant and Catholic lower educated groups, the Protestants being more anti-semitic than the Catholics.

On the question of Jews having too many government jobs no significant differences appeared between the groups except for the Jewish and non-Jewish differences. On the question "do the Jews have too much power," significant differences appeared in the "Yes" answers (Table 5).

TABLE 5

	Jewish	Catholic	Protestant	Other**
Upper education				
per cent	0%	20%	28%	26%
total sample	305	162	121	46
Lower education				
per cent	2	29	42	41
total sample	105	223	84	29

** See footnote, Table 1.

Table 5, like Table 4, points out that the poorly educated Protestants were the most anti-semitic of the four main non-Jewish

these poorly educated and economically disadvantaged Protestant groups who as the "American" majority are apparently some-

what willing to violate both Protestant and American principles and accept such an excrescence of fascism as anti-semitism.

WARTIME INCREASES IN MICHIGAN DELINQUENCY

PAUL WIERS

War Production Board

RECENT INCREASES IN DELINQUENCY

WARTIME conditions have been accompanied by a serious increase in juvenile delinquency throughout the nation. Michigan, one of the leading states in armament manufactures, has had its share. In 1939 the 83 juvenile courts in the state handled roughly 5,500 cases—just 550 more than the pre-war low in 1935. By 1943 the number had reached an all-time high of 7,750. This is typical of experience in many other states.

Recent increases in delinquency have sometimes been ascribed to weakened moral standards resulting from the direct effects of the war on the psychology and behavior of adolescents. The importance of increases in business activity and employment as community factors contributing to high delinquency rates in both war and peacetime has generally been overlooked. Although it is true that studies of individual delinquents have shown that subaverage incomes and unemployment are prevalent among their family backgrounds, evidence is also beginning to accumulate to indicate that we cannot jump from this to the conclusion that *communities* with low average incomes and employment will have large numbers of delinquents, or even that a *given community or region* will experience an increase of delinquency when incomes and employment decline. Several studies have indicated that, on the contrary, delinquency rates fluctuate in the same direction as business prosperity and employment.¹

The belief that the war, as such, is directly responsible for the recent increases of

delinquency is dangerous because it may lead us to expect an automatic decline of juvenile delinquency after the war. However, if the wartime increases have been no larger than we could anticipate from the higher level of economic activity, we should not count on a decline of delinquency after the war except as the result of a postwar depression. Furthermore, any program looking forward to the maintenance of full employment after the war should consider the effects of economic activity on delinquency and provide means for combating the high levels of delinquency which are likely to occur.

This study attempts to measure the peacetime variations of delinquency rates in Michigan with changes in such factors as manufacturing activity, employment and income. From a knowledge of these relationships, rough estimates are made of the possible increases of delinquency in 1943 had these relationships held for the wartime increases in economic activity. To anticipate our story: these hypothetical increases are found to equal or exceed the actual increase which has occurred.

YEAR TO YEAR MOVEMENTS OF DELINQUENCY

Yearly changes in the total number of delinquents and the per capita rates are shown in Table 1. Two unusual conclusions emerge from an examination of the data:

(1) Delinquency *per capita* was no higher in 1943 than in 1926-1929, although it had increased nearly 50 per cent from the 1935 low. Population changes have been the chief factor contributing to the increases in the number of delinquents since 1929.

(2) Year to year changes in delinquency in Michigan have been directly associated with business prosperity and employment for

¹ See studies cited in Lowell J. Carr, *Delinquency Control*, New York, 1941, pp. 55-56.

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over two decades. The boom of the 1920's, the depression of the early 1930's, the comparative prosperity of 1937 followed by recession in 1938 and 1939 and the wartime expansion of the 1940's—all are reflected by movements of the delinquency rate *in the same direction* as business activity.

Two minor qualifications on the comparability of the yearly delinquency rates deserve mention, although neither is of sufficient

strength of the economic forces must be great, for, despite these efforts, the recurring pattern of delinquency rising and falling with business activity is obvious.

CORRELATION OF YEARLY MOVEMENTS OF DELINQUENCY WITH ECONOMIC INDEXES

Further evidence of the association of delinquency rates with employment and business activity is given in Table 2. Four indexes

TABLE 1. JUVENILE DELINQUENCY IN MICHIGAN

(Court Hearings 1921-1943)					
Date	Number of Delinquents*	Rate per 1000 Age 10-16	Date	Number of Delinquents*	Rate per 1,000 Age 10-16
1921	4,050	8.7	1933	5,400	8.5
1922	4,150	8.6	1934	5,300	8.3
1923	4,600	9.2	1935	4,950	7.7
1924	5,250	10.1	1936	5,750	8.9
1925	5,900	11.0	1937	6,300	9.7
1926	6,350	11.5	1938	5,600	8.6
1927	6,550	11.4	1939	5,500	8.4
1928	6,800	11.5	1940	6,000	9.0
1929	6,950	11.5	1941	6,450	9.6
1930	6,600	10.6	1942	7,100	10.5
1931	5,900	9.4	1943	7,750	11.4
1932	5,450	8.6			

* Adjusted to a calendar year basis from data on a fiscal year basis.

importance quantitatively to modify our conclusions. Data for the 1920's are based on County Agents' reports. These are somewhat more inclusive than the reports of the Juvenile Courts. Although the figures have been reduced to the level of Juvenile Court hearings by applying a ratio based on the overlapping years 1935-1937, perhaps the adjustment is insufficient for the 1920's. However, if the rates for the 1920's were actually lower, our conclusion that delinquency varies directly with business activity would be strengthened.

The second qualification relates to the influence of the activities of various agencies aimed at the prevention of delinquency. No quantitative measure of their success is available at present. Probably such efforts contributed to the decline of delinquency rates in the early 1930's and retarded their rise after the outbreak of war. The underlying

of economic activity for the United States are presented—no indexes specifically for Michigan are available. Since economic activity in the state is closely linked with that of the nation, the substitution is satisfactory for purposes of rough comparisons. Correlations of the yearly values for these indexes, unadjusted for population changes, with the yearly number of delinquents (1921-1943) range from $+0.71$ for nonagricultural employment to $+0.77$ for department store sales.² Because of the rapid rise of both economic activity and delinquency during the war years, the coefficients are slightly lower for the nineteen prewar years. When adjust-

² These are linear correlation coefficients derived by the least-squares method. Each was obtained by pairing the number of delinquents in a given year with the value for the economic index in that same year and computing a correlation for the twenty-three paired values so obtained.

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ments for population changes are made to the economic indexes and to the numbers of delinquents to put them on a per capita basis, the correlation coefficients are also somewhat lower.

Changes in the number of delinquents might be expected to lag behind changes in the economic indexes, since it would seem logical to assume that it would take some time for changes in economic conditions to influence the behavior of children. Actually, however, the correlation coefficients obtained are about the same whether we relate the num-

ber of delinquents for a given year with the value of an economic index for the same year or the preceding year. Our data are not sufficiently refined to permit an analysis of lead or lag times—for that monthly, or at least quarterly, data would be necessary.

Variations in employment have been typical of changes in all four indexes. To illustrate the close association of delinquency with these economic indexes, the actual number of delinquents is compared to the volume of employment in Chart I. The overall similarity in the movements of the two

TABLE 2. ASSOCIATION OF DELINQUENCY IN MICHIGAN WITH NATIONAL INDEXES OF BUSINESS ACTIVITY

Correlation of Delinquency with:	Correlation Coefficients			
	Unadjusted for Population Changes		Per Capita Rates	
	1921 to 1943	1921 to 1939	1921 to 1943	1921 to 1939
Employment (Non-agricultural)	.71	.54	.71	.70
Department Store Sales*	.77	.69	.50	.50
Gross National Product*	.72	.68	.49	.60
Industrial Production	.72	.64	.48	.63

* Adjusted to 1939 prices.

Source: Federal Reserve Bulletin and Department of Commerce.

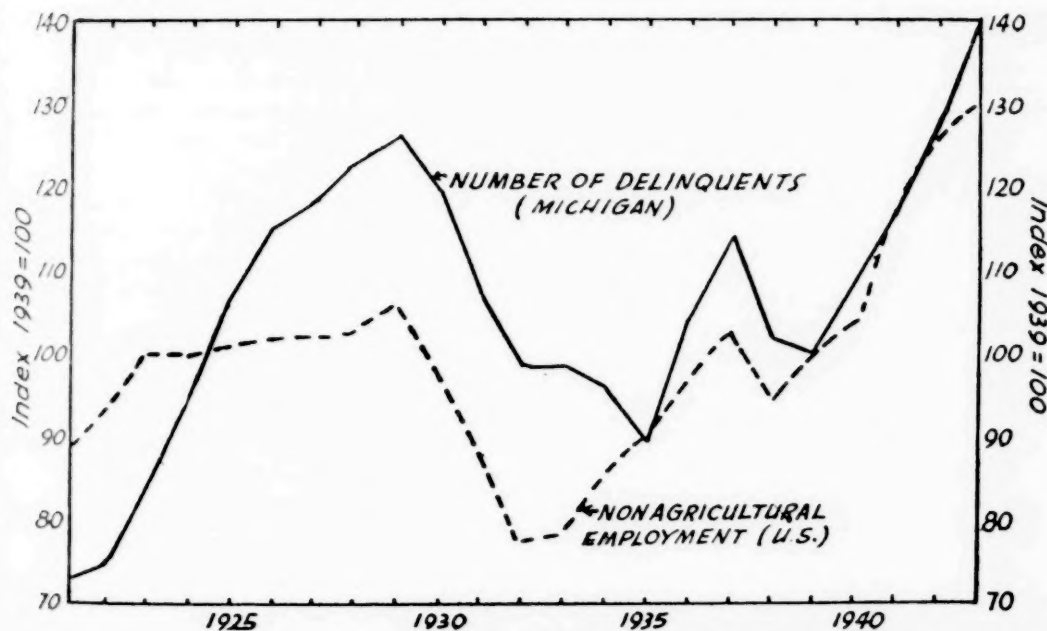


CHART I. Delinquency Rises and Falls with Employment.

curves is striking. Peaks occur in both for 1929 and 1937—lows for employment only slightly precede those for delinquency. There is a tendency for delinquency to lag behind employment in times of severe depression or rapid expansion.

In an earlier study prepared by the author, the annual rates of increase or decrease for commitments (per capita) to juvenile correctional institutions in Michigan were compared to the volume of business activity as measured by the Ayres index. The comparison covered the period from 1895-1938. For 32 of the 44 years, commitments of boys increased when business activity was above the "normal" line and decreased when it was below. In two of the remaining 12 years (1935 and 1936), the *trend* of business activity was similar to the trend of commitments. Similar results over a slightly shorter period were obtained for commitments of girls.

We might expect to find delinquency fluctuating with department store sales, since thievery of one sort or another is the major type of juvenile delinquency. Busy stores offer encouraging opportunities for shoplifting. Why delinquency rises and falls with employment, however, is less easily understood. A plausible explanation may be found in the effects of employment on the supervision of children. Increased employment removes parents from homes. Moreover, a high level of business activity may mean less attention on the part of the community to the provision of supervised recreation facilities.

VARIATIONS OF DELINQUENCY BETWEEN COUNTY GROUPS

In our discussion of year-to-year changes, we are limited necessarily to four economic indexes, no one of which specifically refers to Michigan. We may check our results and obtain information on a wider range of factors influencing delinquency if we turn to an analysis of county (or county group) differences in delinquency rates for an average year. This will tell whether our relationships hold for comparisons between areas as

well as for year-to-year changes for the State.

Several measures of delinquency based upon different stages in court procedure are available. The most inclusive index, and the one which provides the most reliable comparisons between counties, is the rate of court hearings, i. e., the number of children heard by the Juvenile Courts of an area during a year for each 1,000 children living in the area.³ For our measure of delinquency we have selected the average yearly rate of court hearings for four years. These are the years 1927-28 and 1931-32, which bracket the transition from prosperity to depression. Data by counties are not available for 1929 and 1930.

In 1930, the juvenile court jurisdictions in Michigan ranged in size from Wayne County with nearly 2,000,000 population to Oscoda County with less than 2,000. Twenty-three of the 83 jurisdictions had less than 10,000 population each. To avoid the statistical unreliability inherent in small populations, the 83 counties have been classified into county groups. The county groups, or area-units, were derived by the process of ranking counties on the basis of population densities and the number of children (about 20,000) living in them. Counties with a density of population over 225 per square mile and having 25,000 or more children living in them were treated as separate entities. This classification threw the counties into nineteen groups.

Measures of a number of economic and social conditions such as population density, urbanization, manufacturing activity, employment and income have been obtained from the 1930 Federal Census reports. The most significant of these are listed in Table 3.⁴ For each measure, the values for each of the nineteen county groups or area-units were obtained by combining the data for the proper counties.

³For a more detailed discussion refer to Paul Wiers, "Can Rural and Urban Delinquency be Compared?" *Journal of Criminal Law and Criminology*, Vol. 30, No. 4, November-December 1939.

⁴For more complete data refer to Paul Wiers, *Economic Factors in Michigan Delinquency*, Columbia University Press (1944).

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The first step is to establish what association exists, area-unit by area-unit, between the delinquency rate and each of these variables. This problem is attacked by simple linear correlations. However, many of these social and economic indexes go hand in hand with each other. Furthermore, the conditions

they represent may be cumulative in their effects on children. The second step, therefore, is to untangle some of these interrelationships by partial correlation techniques and to measure the cumulative results with multiple correlations.⁵ Finally, rough estimates are made of the increase in delin-

TABLE 3. ASSOCIATION OF DELINQUENCY WITH MEASURES OF ECONOMIC AND SOCIAL CONDITIONS*

Economic or Social Index	Correlation Coefficient ^b
1. Value added in manufacture per capita	+ .88
2. Number of income tax returns per capita (logarithms)	+ .88
3. Farm families as per cent of all families	- .88
4. Retail sales per capita	+ .87
5. Retail sales per person gainfully employed	+ .86
6. Agricultural workers as per cent of all workers	- .86
7. Number of income tax returns per capita (natural values)	+ .84
8. Rural population as per cent of total population	- .83
9. Population density	+ .83**
10. Wage earners as per cent of total population	+ .81
11. Average wage per wage earner (manufacturing)	+ .81
12. Value added in manufacture plus value of farm products per person employed	+ .80
13. Neglected children (recorded cases per 1,000 population aged 7 to 17)	+ .77
14. Employment of women (per cent aged 10 years and over)	+ .76
15. Number employed in all industry (per cent of total pop.)	+ .73
16. Per cent of total persons employed who are women	+ .71
17. Divorced persons as per cent of total population	+ .69
18. Population aged 7 to 17 as per cent of total population	- .66
19. Employment of men (per cent aged 10 years and over)	+ .60

* Delinquency as measured by average annual court hearings per 1,000 population aged 10 to 16 for the years 1927, 1928, 1931 and 1932. Other measures are for 1929 or 1930.

** Based on 18 county groups, Wayne County (Detroit) excluded. The extremely high population density of Detroit distorts a linear correlation. With Wayne County included the correlation is $r = +.46$. When logarithms of the population density are used (including Wayne County), the coefficient is $+ .77$.

⁵ For an explanation of partial and multiple correlation techniques see M. Ezekiel, *Methods of Correlation Analysis*.

⁶ Note on Generalization: With a few exceptions the r 's computed for this study are based on 19 paired values. As descriptive statistics of the phenomena related for the given time and place only, these values are adequate; whether large or small they are "what actually happened then and there." We may wish, however, to generalize concerning the relationship between our many independent variables and juvenile delinquency in such terms as: given anywhere the kind of conditions which were present in Michigan around 1930, what rate of juvenile delinquency would we expect to find in the light of our knowledge of what actually happened in these 19 Michigan areas? Then our knowledge of 19 areas is knowledge of only a sample of all possible areas which might have the postulated "kind of conditions" causal system.

Statistical theory of sampling indicates that unless a correlation coefficient is as large as $r = .58$ when derived from a sample of 19, it might once in 100 times be an accident of sampling certain areas out of all possible ones in which there was no consistent (real) relationship present; the five per cent level of significance requires an $r = .46$. With these standards in mind, and aware of other limitations upon this study mentioned elsewhere, we shall call all r 's which are, neglecting signs, smaller than .60 "insignificant" so far as generalizing is concerned, and small so far as the relationship described is concerned. Those between .60 and .80 are "significant," but only moderate in closeness of association; when an r is numerically larger than .80, we have something!

To be sure, an $r = .80$ indicates that only 64 per cent of the "variation" in rate of delinquency is "explained," but in a context such as the present one, little more can be desired.

quency throughout the State which might be expected from the wartime changes in these social and economic conditions.

RELATIONSHIP OF DELINQUENCY RATES TO OTHER FACTORS

1. *Manufacturing Activity.* Economic conditions are among the variables most closely associated with the delinquency rate. The highest correlation is with an index of manufacturing activity, per capita value added in manufacture ($r = +.88$). Other measures of industrial development shown in Table 3 substantiate this. Conversely, the farm affords conditions conducive to low delinquency rates (as defined by court hearings). An index of the percentage of families on farms shows a correlation of $r = -.88$. Although delinquency exists in both rural and urban areas, the familiar conception of delinquency as primarily a problem of city life is substantiated.

2. *Income.* Poverty has also been widely accepted as a major factor contributing to delinquency. However, this hypothesis is not substantiated on a county group level by our results. Income measures all show significant *positive* correlation with the delinquency rate. County groups with large average incomes per capita have relatively higher delinquency rates. The coefficients for the four indexes used range from $+.88$ for the number of income tax returns per capita to $+.80$ for the value of manufacturing and agricultural production per capita. Retail sales per capita, another measure of income, shows $+.87$.

A partial explanation of this apparently illogical relationship may lie in the fact that although money incomes are relatively greater in the more urban areas, real incomes, measured in terms of goods and services enjoyed, may not be so much greater. However, when we make allowances for differences in urbanization and adjust for its effects on both delinquency rates and income measures (by partial correlation methods) we find that a significant though smaller positive correlation between income and delinquency remains. For retail sales, for example, the partial correlation becomes $+.63$ when popu-

lation density is "controlled."

3. *Public Dependency.* Further proof that poverty is not related to delinquency in any simple, direct manner is provided by the correlations of delinquency rates with various measures of relief and public dependency. These coefficients are all too small to be conclusive, but they indicate a tendency for low delinquency rates to accompany public dependency. For example, the number of children (per capita) receiving aid under the Mothers' Pension Act during 1928 is actually *inversely* associated with delinquency, though the relationship is not close ($r = -.58$). For the number of new children brought under the Act during 1925-1928 the relationship is also negative, but too small to be significant ($r = -.33$). A more inclusive measure—the total number of all dependent children—shows no association with juvenile delinquency at all ($r = +.08$). An index covering all types of adult and juvenile relief recipients for 1933 and 1934 based on reports of the State Emergency Relief Administration gives a coefficient of $-.16$ when correlated with delinquency rates for the same years.

The correlations of these public dependency series with juvenile delinquency when a measure of either income, industrialization, employment or size of family is "controlled" by partial correlation techniques are all insignificant—some are positive, others negative. In contrast, coefficients for measures of income remain significantly high when an index of public dependency is controlled.

4. *Inequalities of Income.* Possibly the paradoxical association of high delinquency rates with high average incomes may be explained by the presence of relatively greater inequalities of income in the high income areas. These may act as a source of invidious distinctions between rich and poor and result in frustrations on the part of the poor which find their outlet in the form of criminal behavior. Data are not available to test this hypothesis adequately. There exists only a rough measure of inequalities of income among those engaged in manufacturing based on the ratio of wages to total operating revenue.

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The correlation of this index of inequalities with delinquency rates is insignificant ($r = +.17$). Special attention should be given the measure, however, because of the marked increase in this coefficient when indexes of income or urbanization are controlled. For example, when the effects of differences between county groups in the numbers of income tax returns per capita are eliminated (by partial correlation), the correlation between juvenile delinquency and this measure of inequalities is fairly close (partial $r = +.70$)—net retail sales gives a corresponding coefficient of partial $r = +.55$. More important for the present discussion are the increases in the correlations of measures of income and industrialization with juvenile delinquency when this index of inequalities is controlled. The coefficient for income tax returns (logarithms) becomes partial $r = +.93$ —that for retail sales, partial $r = +.91$.

Better measures and further study of the relationships between income, inequalities of income distribution and delinquency rates are needed. But existing evidence shows that a general increase in business activity and incomes is likely to be accompanied by a rise in juvenile delinquency even in peace times, unless special efforts are made to combat it.

5. *Employment.* Employment measures for the county groups are also associated directly with the delinquency rate, although the correlations are somewhat lower than those for income and industrialization. The percentage of the total population gainfully employed gives a correlation of $r = +.73$. To a considerable degree this relationship results from the association of employment with income and industrialization. When an index of either of these two factors is controlled, the correlations of employment with delinquency are very small and frequently negative. On the other hand, when employment is controlled, correlations for measures of income and industrialization continue to be fairly close and positive.

The employment of women is more closely associated with delinquency rates than that of men (women, $r = +.76$; men, $r =$

$+.60$). This comparison is supported by the positive correlation ($r = +.71$) between delinquency rates and the proportion of the total persons employed who are women. Where large numbers of adults, especially women, are taken out of the home by employment, delinquency rates tend to be high.

6. *Groups of Two Indexes of Economic Activity.* Measures of the association of delinquency rates with the cumulated effects of groups of two economic or social indexes indicate again the close relationship of delinquency with economic activity. The highest correlation is for delinquency with income tax returns and inequalities of income (multiple $r = .93$). Employment and manufacturing activity (value added in manufacturing per capita) are also very closely associated with delinquency (multiple $r = .92$). Other combinations which give correlations of .91 or above are presented in Table 4.

SIMILARITY OF RESULTS OF THE
TWO METHODS

The conclusions reached from an analysis of the association of year-to-year movements of delinquency with employment and business activity are confirmed by the differences found between county groups. Rates for the county groups are directly associated with employment, industrial activity, sales and other measures of income. With allowances for the differences between the various indexes, even the closeness of association (measured by the size of the correlation coefficients) corresponds roughly with that for the year to year changes. As we shall see later (Table 5), there is also rough agreement between estimates of the number of delinquents which might have been expected to accompany the high level of economic activity in 1943 (assuming prewar relationships) regardless of which of the two methods is used.

WAR VERSUS ECONOMICS

The tremendous rise in delinquency—40 per cent since 1939—should not surprise us in view of the above conclusions. By itself the rapid step-up in the tempo of economic

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activity occasioned by the war would lead us to expect a substantial increase. It is important to know whether the direct effects of the war on the psychology and antisocial behavior of juveniles have occasioned even further increases. To answer this question, rough estimates are made of the increased delinquency which might be expected to accompany the greater economic activity in 1943.

delinquents which might be expected for the entire state during 1943.

The estimated changes in the indexes for Michigan have been based upon the actual changes in similar indexes for the United States. Business activity and employment in Michigan have expanded more than the national average, so these represent conservative estimates. All measures have been adjusted for increases in population and price

TABLE 4. ASSOCIATION OF DELINQUENCY WITH GROUPS OF TWO ECONOMIC AND SOCIAL INDEXES

Groups of Two Indexes	Multiple Correlation Coefficient
Number of income tax returns per capita (logarithms) Inequalities of income (value added in mftr. ÷ wages)	.93
Number of income tax returns per capita (logarithms) Value added in manufacture per capita	.92
Value added in manufacture per capita Neglected children per 1,000 aged 7 to 17	.91
Value added in manufacture per capita Males employed as per cent of male population	.91
Value added in manufacture per capita Farm families as per cent of all families	.91
Value added in manufacture per capita Inequalities of income (value added in mftr. ÷ wages)	.91
Agricultural workers as per cent of total employed Inequalities of income (value added in mftr. ÷ wages)	.91
Retail sales per capita Average size of family	.91
Retail sales per capita Inequalities of income (value added in mftr. ÷ wages)	.91

The correlations presented above provide a means by which equations for the relationships of delinquency to the various indexes may be obtained. With these equations we may determine, within rough limits, what change could be expected in the delinquency rate for a stated amount of change in an index of economic or social conditions (assuming peacetime relationships). The results, in terms of probable percentage increases in delinquency rates, are summarized in Table 5. Also shown are the number of

levels. The estimates are only rough indicators of the possible effects of economic changes. Other conditions than those measured have changed, so the relationships expressed by the equations used have doubtless been altered somewhat.

WARTIME INCREASES ARE REFLECTIONS OF GREATER ECONOMIC ACTIVITY

No recourse to a possible "wartime breakdown of moral standards" is necessary to explain the nearly 7,800 delinquents in 1943.

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Population growth and the rapid expansion of business activity and employment alone are sufficient to account for the 40 per cent increase since 1939. Estimates for 1943 based on prewar relationships between delinquency and economic activity are roughly equal to the actual number—some are higher, a few lower. The admonition to “watch your wallet when in a crowd” apparently applies to the hustle and bustle of a fully employed industrial economy.

Although more delinquency could be expected to accompany the increased economic activity resulting from war production, little could be done at the time to combat it. We had to be busy doing other things. However, programs looking forward to the maintenance of full employment after the war should recognize the direct relationship of delinquency to economic activity and provide means for combating the high levels of delinquency which are likely to occur.

TABLE 5. EFFECT OF ECONOMIC CHANGES ON EXPECTED NUMBER OF DELINQUENTS IN MICHIGAN IN 1943

Index	Assumed % Increase in the State average for the Index 1939 to 1943	Estimated % Increase in Del. Rates 1939 to 1943*	Estimated Number of Delinquents in 1943**
Estimated from Year-to-Year Relationships, 1921-1939			
Employment	27.6	22.4	6,950
Department Store Sales	15.2	16.2	6,600
Gross National Product	60.1	51.0	8,550
Industrial Production	113.3	58.8	9,000
Estimated from County Group Relationships, Average Year 1927-1932.			
Value added in manufacture	60.1	44.3	8,200
Retail Sales	9.4	18.2	6,700
Per cent of Total Population Employed	27.6	181.9	16,000
Women employed (per cent of all women)	50.0	88.8	10,700
Per cent of total employed who are women	23.3	45.8	8,250

* Derived from equations based on the correlation coefficients presented in Tables II and III.

** 5,500 (1939) multiplied by 103.2 (ratio of 1943 to 1939 population) plus column 2 multiplied by 5,500 X 103.2.

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OFFICIAL REPORTS *and* PROCEEDINGS



CANCELLATION OF 1945 ANNUAL MEETING

The Executive Committee has just voted to cancel the meetings scheduled to be held in Chicago on November 30, December 1 and 2. All persons who were planning to prepare papers are

urged to complete them and submit them for publication in an early issue of the *Review* in 1946.

CONRAD TAEUBER
Secretary

ANNOUNCEMENT REGARDING SECTION ON "CONTRIBUTED PAPERS" FOR NEXT ANNUAL MEETING

At the next annual meeting (Nov. 30, Dec. 1-2) one session will be devoted to papers contributed by graduate students and others who wish to present research finds but who might not otherwise find a place on the program. The maximum time allowed for each paper will be twelve minutes.

The committee in charge of this session consists of Katharine Jocher, chairman, Ellen Winston, and Paul W. Tappan. Those who wish to submit papers should communicate with Professor Jocher, Department of Sociology, Uni-

versity of North Carolina, Chapel Hill. The papers themselves must be sent in to the chairman of the committee not later than October 1, 1945. From those submitted, the committee will make its selection.

Should it again be impossible to hold the annual meetings, an effort will be made to arrange for the publication of those papers selected by the committee.

KIMBALL YOUNG
President

1945 CENSUS OF CURRENT RESEARCH PROJECTS

Submitted herewith is the report of the 1945 Census of Current Research Projects conducted by the Committee on Social Research. The

number of projects is 432. The total for 1944 was 311, and for 1943 was 276.

As in the past, the titles of projects have been

MEMBERSHIP COOPERATION WITH THE 1945 CENSUS OF RESEARCH PROJECTS

Type of Institution by which Employed	All Members		Members Who Returned Schedules				Members Who Did Not Return Schedules	
			Reported Projects		No Projects to Report			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Private College and University	490	100	102	20.8	74	15.1	314	64.1
Public College and University	373	100	100	26.8	49	13.1	224	60.1
Government, etc.	174	100	42	24.1	29	16.7	103	59.2
Military Service	138	100	18	13.0	31	22.5	89	64.5
No Affiliation	78	100	17	21.8	26	33.3	35	44.9
High Schools	5	—	1	—	4	—	0	—
Total	1,258	100	280	22.3	213	16.9	765	60.8

classified in conformity with the first choices of their authors, except when such a policy led to groups of too few projects to be classified separately. The items in each group are arranged alphabetically by author. Also as in the past, no changes were made in the titles of projects except at the request of the authors themselves.

Cross references provided at the head of each group refer to the serial numbers of related projects listed in other groups. In most cases the authors supplied these cross references by recording second choices for the classification of their projects.

Likewise submitted is a report on projects underway in Government agencies and in private research organizations. Some agencies are missing because of the confidential nature of their work; others because of curtailment of research activity.

For some time there has been interest in the extent to which members cooperated in the Society's Census and the extent to which reported projects represent current research productivity. This year for the first time, the Committee requested each member to return a copy of the schedule whether he had a project to report or not. The returns were checked against the membership list, and the following analysis by type

of institution in which employed is presented:

Two in every five members returned a schedule, although only slightly more than one in five had a project to report. Among the large groups of civilian members (those in public and private institutions of higher education and those in government service) the differences in proportions were not great; those reporting projects ranged from 21 per cent to 27 per cent, those reporting no projects varied from 13 per cent to 17 per cent, and those not reporting ranged from 59 per cent to 64 per cent. Those in military service reported proportionately as well as the rest of the membership, but tended to have fewer projects underway, as would be expected. The "No affiliation" group reported the best of all, although tending to have only the average proportion of projects in progress.

The Committee does not venture to estimate the representativeness of the persons reporting or of the projects reported. Persons on all levels of academic life and government service are included among those reporting, but many gaps are in evidence.

Committee on Social Research: RAYMOND V. BOWERS, *Chairman*; C. ARNOLD ANDERSON, J. O. HERTZLER, A. R. MANGUS, MAPHEUS SMITH, EDGAR T. THOMPSON, AUSTIN VAN DER SLICE.

THE 1945 CENSUS OF CURRENT RESEARCH PROJECTS

NOTE: Item (d) of the Census Schedule requested information on the progress of each project. This information is coded after each project in the list below for the convenience of members who may wish to know the status of a particular study. The code is in three letters: (1) The first Y or N shows whether or not the data have been collected; (2) The second Y or N indicates if the manuscript has been drafted or not; if N, the probable date of availability is

shown in parentheses; (3) The last Y or N states whether or not the author has publication before December 1, 1945, arranged. Thus a project for which data are collected but for which the manuscript will not be available until November of this year and for which no publication arrangements have been concluded would be designated: YN(Nov. 45)N. An O indicates "no information" on the item involved.

HISTORY AND THEORY OF SOCIOLOGY

(See also: 53, 70, 93, 100, 102, 103, 104, 107, 111, 114, 150, 154, 166, 189, 291, 299, 302, 314, 344, 364)

1. *Folklore and Sociopathology*. Read Bain, Miami University, Oxford, Ohio. NN(46)N
2. *Sociology of Knowledge*. Edward S. Boyer, James Millikin University, Decatur, Ill. OOO
3. *Six American Sociologists*. Gladys Bryson, Smith College, Northampton, Mass. YN(O)N
4. *Man and Society: The Scottish Inquiry of the 18th Century*. Gladys Bryson, Smith College, Northampton, Mass. YYY
5. *Culture and the Geographic Environment*. Werner J. Cahnman, Fisk University, Nashville, Tenn. YN(O)N
6. *Willow Run: A Study of Social Change*

in a War Production Area. Lowell J. Carr, University of Michigan, Ann Arbor, Mich. YYN

7. *Chinese Traits in European Culture: A Study in Diffusion*. Paul F. Cressey, Wheaton College, Norton, Mass. YYN

8. *A Study of Caste, Class, and Race*. Oliver C. Cox, Tuskegee Institute, Tuskegee, Ala. YYN

9. *Synoptical Statement of the Principles of Sociology, with Special Reference to Instruction in the Beginning Course*. John F. Cuber, Ohio State University, Columbus, Ohio. YN (Dec. 45)O

10. *Ideological Role of the Positive Philoso-*

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phy in Mexican Latifundism. Lt. (j.g.) Gerard DeGré, USNR, Naval Air Technical Training Center, Norman, Okla. YN(Oct. 45)N

11. **A Study of Occupational Mobility in the Metropolitan Chicago Area.** Walter H. Eaton, University of Chicago, Chicago, Ill. YN(July 45)N

12. **Components of the Social Situation.** Seba Eldridge, University of Kansas, Lawrence, Kan. YN(Jan. 46)N

13. **Prospective Trends in Social Disorganization for the Second Half of the Twentieth Century.** Robert E. L. Faris, Syracuse University, Syracuse, N.Y. YN(Oct. 45)N

14. **From Max Weber: Essays in Sociology** (translated and edited). H. H. Gerth and C. Wright Mills, University of Wisconsin, Madison, Wis. and University of Maryland, College Park, Md. YN(O)N

15. **Sociology of Knowledge.** Georges Gurvitch, *École Libre des Hautes Études*, New York City 25. YN(Dec. 45)N

16. **Twentieth Century Sociology: A Symposium.** Georges Gurvitch, *École Libre des Hautes Études*, New York City 25. YYY

17. **The Sociology of Science: An Investigation of Normative and Non-Normative Tendencies in Social Science.** Frank E. Hartung, Wayne University, Detroit 1, Mich. YNN

18. **Values of Individualism and Their Involvement in Social Problems.** Abbott P. Herman, 3006 E. Adams St., Tucson, Ariz. YNN

19. **The Humane Social Order.** J. O. Hertzler, University of Nebraska, Lincoln, Neb. NN(O)N

20. **The Effects of Organization on Organization Itself.** Lt. Comdr. George C. Homans, USNR, F.P.O. San Francisco, Calif. YNN

21. **Sociology of Music.** Paul Honigsheim, Michigan State College, East Lansing, Mich. YN(O)N

22. **History of Anthropological Theories.** Paul Honigsheim, Michigan State College, East Lansing, Mich. YN(O)N

23. **The Role of Status in Human Behavior.** Samuel Haig Jameson, University of Oregon, Eugene, Ore. YN(Dec. 45)N

24. **The Cult of Multiple Causation.** Samuel Haig Jameson, University of Oregon, Eugene, Ore. YN(Dec. 45)N

25. **System and Status: An Approach to Planning through a General Theory of Social Dynamics.** Ernest H. Jurkat and Wroe Alderson, Wroe Alderson & Co., Philadelphia, Pa. YYN

26. **Business and Social Scientist.** Lt. John B. Knox, USNR, Charleston, S.C. YN(O)O

27. **A Survey of Sociology.** Richard T. LaPiere, Stanford University, Stanford, Calif. YYN

28. **The Social Activities of American Doctors (1787-1860).** Eugene P. Link, New Jersey

State Teachers College, Montclair, N.J. YN(O)N

29. **Planning in a Democracy.** Leonard M. Logan, University of Oklahoma, Norman, Okla. YN(Dec. 45)N

30. **History of a Selected Group of Sociological Concepts.** John W. McConnell, New York University, New York City. NN(Dec. 46)N

31. **Practical Application by the War Labor Board of Sociological Concepts.** John W. McConnell, New York University, New York City. YN(July 45)N

32. **The Psycho-Social Hypothesis as an Explanation of the Basic Changes in Man's Fundamental Behavior during the Past 75 to 100 Years and More.** Charles W. Margold, 221 E. 11th St., New York City 3. YN(O)N

33. **A Survey of Basic Changes in Man's Fundamental Behavior during the Past 100 Years and More.** Charles W. Margold, 221 E. 11th St., New York City 3. YN(O)N

34. **The Current Transition from a Customary to a Reflective Way of Life with Basic Factual Proof: An Operative Interpretive Study of International Demographic Changes during the Past 100 Years.** Charles W. Margold, 221 E. 11th St., New York City 3. YN(O)N

35. **A Study of the Problem of Causation in Sociology.** Leo J. Martin, S. J., Fordham University, New York City 58. YN(Sept. 45)N

36. **The Significance of Property and Labor in Social Stratification.** Wilbert E. Moore, Office of Population Research, Princeton, N.J. YN(Nov. 45)N

37. **Social Symbolism.** Henry Ozanne, Petroleum Industry Research Foundation, 122 E. 42nd St., New York City 17. YN(46)N

38. **An Attempt to Epitomize Chinese Social Philosophy: A Critique of Howard Becker's Historical and Typological Interpretation.** Maurice T. Price, University of Illinois, Urbana, Ill. YYN

39. **Sociology in Ukania.** Joseph S. Roucek, Hofstra College, Hempstead, N.Y. OYN

40. **History of Sociology.** Albert Salomon, New School for Social Research, New York City. YYO

41. **Social Situation, Social Behavior, Social Group.** Mapheus Smith, National Headquarters, Selective Service System, 21st and C Sts., Washington 25, D.C. YYY

42. **A System of Sociology.** P. A. Sorokin, Harvard University, Cambridge 38, Mass. YN(46)N

43. **Physiocratic Consumption Theory and Say's Law.** Joseph J. Spengler, Duke University, Durham, N.C. YYN

44. **Consumption and Certain of Its Determinants.** Joseph J. Spengler, Duke University, Durham, N.C. NN(Dec. 45)N

45. **Study of Aspects of Pareto's Law.** Jo-

seph J. Spengler, Duke University, Durham, N.C. NN(Dec. 45)N

46. **Some Problems in the Integration of Social Groups, with Special Reference to Jehovah's Witnesses.** Theodore W. Sprague, Cambridge Junior College, Cambridge, Mass. YYN

47. **Malinowski's Contributions to Sociological Theory and Method.** Konstanty Symonowicz, Polish Institute of Arts and Sciences, 37 E. 36th St., New York City 16. NN(46)N

48. **Social Stratification in the Chinese Population: A Study of Class Phenomena in the United States.** N. Q. Tse, 508 W. 114th St., New York City 25. YN(Jan. 46)N

49. **The Status of the Socially and Physically**

Inferior as Reflected in the Literature of Ancient Israel. Morris R. Werb, 13 Whitfield St., Caldwell, N.J. YYN

50. **San Cristobal, New Mexico: A Study in the Theory of Culture Patterns.** Kurt H. Wolff, Earlham College, Richmond, Ind. YN(Dec. 45)N

51. **The Social Role of the Third Order of St. Francis According to Papal Documents.** Rev. Theodore A. Zaremba, O.F.M., 1400 Quincy St. N.E., Washington 17, D.C. YN(46)N

52. **National Culture Societies and Their Interrelationships.** Florian Znaniecki, University of Illinois, Urbana, Ill. YN(Dec. 46)N

METHODS OF RESEARCH (INCLUDING STATISTICS AND SOCIOMETRY)

(See also: 4, 16, 24, 35, 47, 127, 137, 149, 172, 208, 258, 269, 324, 336, 342, 359)

53. **The Ages of Man.** Read Bain, Miami University, Oxford, Ohio. YYY

54. **Two Measures of Communication.** Raymond E. Bassett, Gorham Normal School, Gorham, Me. YYN

55. **Some Biological Factors Involved in the Interpretation of Statistics of College Students' Grades.** Raymond F. Bellamy, Florida State College for Women, Tallahassee, Fla. NN(Nov. 45)N

56. **Churches of Los Angeles on V-Berlin Sunday.** Leonard Bloom, University of California at Los Angeles, Los Angeles, Calif. YN(Nov. 45)N

57. **Sampling as Used in Population Studies of the Selective Service System.** Raymond V. Bowers, Lt. USNR, 21st and C Sts., Washington 25, D.C. YN(46)N

58. **Problems and Procedures in the Statistical Program of the Selective Service System.** Raymond V. Bowers, Lt. USNR, 21st and C Sts., Washington 25, D.C. YN(46)N

59. **Observations on the Role of Analysis in Program Statistics.** Raymond V. Bowers, Lt. (j.g.) USNR, 21st and C Sts., Washington 25, D.C. YN(46)N

60. **A Method for Estimating Family Income Levels by Counties and Urban Places.** Lewis C. Copeland, Tennessee Valley Authority, Knoxville, Tenn. YYN

61. **A Study of the Consistency of Questionnaire Responses.** John F. Cuber and J. B. Gerberich, Ohio State University, Columbus, Ohio. YYN

62. **Some Applications of Logistic-Trend Analysis to Basic Problems of Social Change.** Hornell Hart, Duke University, Durham, N.C. YN(July 45)N

63. **Some Problems and Methods in the Design and Application of Experiments in Sociology.** Julius A. Jahn, Drew Field, Fla. YYN

64. **Special Problems of Research with Old People.** Judson T. Landis, Southern Illinois Normal University, Carbondale, Ill. YYY

65. **Old Age Movements in the United States.**

Judson T. Landis, Southern Illinois Normal University, Carbondale, Ill. YYY

66. **The Aged and Their Participation in the Modern Community.** Judson T. Landis, Southern Illinois Normal University, Carbondale, Ill. YYY

67. **Methods Used in the Statistical Work of the Selective Service System.** Kenneth H. McGill, National Headquarters, Selective Service System, 21st and C Sts., Washington 25, D.C. YN(Sept. 45)N

68. **An Analysis of the Social Factors of Work.** Delbert C. Miller, Kent State University, Kent, Ohio. NN(O)O

69. **Planning and Administration of Statistical Projects.** Mary Louise Monk, Ohio State University, Columbus, Ohio. YNN

70. **The Isometric Gradient.** Ernest R. Mowrer, Northwestern University, Evanston, Ill. YN(Sept. 45)N

71. **History of Social Thought as a Source of Sociological Data.** C. J. Nuesse, Marquette University, Milwaukee 3, Wis. NN(O)N

72. **The Need for Medical Care: A Methodological Study.** Edgar A. Schuler, Bureau of Agricultural Economics, U. S. Department of Agriculture, Washington 25, D.C. YN(O)N

73. **Utilization of Public Opinion and Market Research Technique by the Federal Government during the War.** Julian L. Woodward, Office of War Information, Washington, D.C. NN(46)N

74. **Outlines for Social Research in the Chinese Community.** Ellwood Hsin-Pao Yang, Institute for Adult Education, Teachers College, Columbia University, New York City. (China address: Fukien Christian University, Shao-Wu, Fukien, Free China.) YYN

75. **A Proposed Preliminary Outline for Community Study and Analysis.** Ellwood Hsin-Pao Yang, Institute of Adult Education, Teachers College, Columbia University, New York City. (China address: Fukien Christian University, Shao-Wu, Fukien, Free China.) YYN

SOCIAL PSYCHOLOGY AND SOCIAL PSYCHIATRY

(See also: 1, 15, 23, 37, 212, 257, 276, 310, 315, 323, 325, 336, 339, 340, 363, 414)

76. **Survival of Superstition in Jewish Life.** Theodore L. Adams, Congregation Mt. Sinai, 128 Sherman Ave., Jersey City, N.J. YN(Aug. 45)O
77. **Socio-Psychological Aspects of Christmas in American Society.** James H. Barnett, University of Connecticut, Storrs, Conn. YYN
78. **Privacy in American Culture.** James H. Barnett, University of Connecticut, Storrs, Conn. YN(Sept. 45)N
79. **White-Indian-Negro Hybrids of South Carolina.** Brewton Berry, Rhode Island State College, Kingston, R.I. YYY
80. **Attitudes of College Students toward Mexican-Americans and Japanese-Americans.** Leonard Bloom and Franklin Fearing, University of California at Los Angeles, Los Angeles, Calif. YYN
81. **The Bilingual as a Person.** James H. S. Bossard, University of Pennsylvania, Philadelphia, Pa. YYN
82. **Pre-Science Talent Search.** Lt. Steuart H. Britt and Harold A. Edgerton, Navy Department, Washington, D.C. and Ohio State University, Columbus, Ohio. NN(O)N
83. **Rehabilitation of Service Men.** Wilbur B. Brookover, U. S. Naval Hospital, Seattle, Wash. NN(Dec. 45)N
84. **Theory of Minorities.** Joseph H. Bunzel, Pittsburgh Housing Association, 519 Smithfield St., Pittsburgh, Pa. YYN
85. **Employee Counseling.** Nathaniel Cantor, University of Buffalo, Buffalo, N.Y. YYY
86. **The Motion Picture Experience as Modified by Social Background and Personality.** Paul G. Cressey, Social Welfare Council, 439 Main St., Orange, N.J. YYN
87. **Moral Evaluations and Related Conduct of 106 Adults.** John F. Cuber, Ohio State University, Columbus, O. YN(Dec. 45)N
88. **Cultural Emphases and Personality Disorders.** Bingham Dai, Duke University, Durham, N.C. YN(46)O
89. **The Negro Newspaper in the United States 1827-1946.** Ralph N. Davis, Tuskegee Institute, Tuskegee, Ala. YYN
90. **Techniques of Self-Discipline in Contemporary Culture.** Seba Eldridge, University of Kansas, Lawrence, Kan. NN(O)N
91. **Occupation and Socio-Economic Attitudes.** William H. Form, Stephens College, Columbia, Mo. YN(Aug. 45)N
92. **Character and Social Structure: A Text in Social Psychology.** H. H. Gerth and C. Wright Mills, University of Wisconsin, Madison, Wis. and University of Maryland, College Park, Md. NN(O)Y
93. **Attitudes of Trade Union Leaders toward Their Offices.** Alvin Ward Gouldner, Bureau of Applied Social Research, 15 Amsterdam Ave., New York City. YYN
94. **Personality Development among the Japanese.** Douglas G. Haring, 25 Kirkland St., Cambridge 38, Mass. YN(Sept. 45)N
95. **The Study of Prejudice with Special Emphasis on Antisemitism.** Max Horkheimer, Institute of Social Research, 90 Morningside Dr., New York City. YN(46)N
96. **Reaction of Negro College Students towards Overt and Covert Forms of Discrimination.** Gustav Ichheiser, Talladega College, Talladega, Ala. YYN
97. **The Non-Fictional Film in the United States.** Ruth A. Inglis, Commission on Freedom of the Press, Room 2038, Grand Central Terminal Bldg., New York City. YN(Oct. 45)Y
98. **Statistical Analysis of Case Records of an Army Air Force Mental Hygiene Unit and of a Control Group of Normal Enlisted Men.** Julius A. Jahn, Drew Field, Fla. YN(O)N
99. **Attitudes of Women in War Industries toward Women's Status and Role in Society.** Audrey K. James, Mills College, Oakland 13, Calif. NN(46)O
100. **The Hero as a Social Type.** Orrin E. Klapp, Navy Department, Washington 25, D.C. YN(46)N
101. **The Pioneer Work of Herbert A. Miller in the Investigation of Racial Differences.** James T. Laing, Kent State University, Kent, Ohio. YN(Sept. 45)N
102. **Techniques of Social Control.** Richard T. LaPiere, Stanford University, Stanford University, Calif. YN(46)N
103. **Social Agitation.** Alfred McClung Lee, Wayne University, Detroit 1, Mich. YN(O)N
104. **Social Control: A Treatise.** Edwin M. Lemert, University of California at Los Angeles, Los Angeles, Calif. YN(June 46)N
105. **Rural Youth Guidance Study.** A. R. Mangus, Ohio State University, Columbus, Ohio. YYN
106. **Sociological Analysis of Friendship.** Delbert C. Miller, Kent State University, Kent, Ohio. NN(O)N
107. **The White Collar Man: A Study of Middle Class People.** C. Wright Mills, Bureau of Applied Social Research, Columbia University, New York City. YN(46)N
108. **Social Factors in Combat Fatigue.** Joel B. Montague, Jr., Sp.(C)1/c, USNR, Little Creek, Va. YN(O)O
109. **Social Adjustment to Retirement Experience.** Elon H. Moore, University of Oregon, Eugene, Ore. NN(O)N
110. **Motivation of Opinion Change.** Harry E. Moore, University of Texas, Austin, Tex. YN(Oct. 45)N

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111. **Imagination as a Social Force.** Rudolph E. M. Morris, Gannon College, Erie, Pa. YN (Oct. 45)N
112. **Post-War Personal Disorganization.** Ernest R. Mowrer, Northwestern University, Evanston, Ill. YN (Sept. 45)N
113. **Social Psychology of Sexual Inversion.** Harriet R. Mowrer, 727 Monticello Pl., Evanston, Ill. YN (June 45)N
114. **The Conditioning of Intelligence: A Survey of Objective Studies in the Sociology of Knowledge.** Gwynne Nettler, University of Washington, Seattle 5, Wash. YN (Oct. 45)N
115. **Relation between Prejudice and Information: The Japanese in America.** Gwynne Nettler, University of Washington, Seattle 5, Wash. YN (Dec. 45)N
116. **The Prediction of Social Events: A Test in the Sociology of Knowledge.** Gwynne Nettler, University of Washington, Seattle 5, Wash. YYY
117. **Beyond a Century of Frustration.** A. L. Porterfield, Texas Christian University, Fort Worth, Tex. YYN
118. **The Nature and Function of Rumor.** Tamotsu Shibutani, University of Chicago, Chicago, Ill. YN (O)N
119. **Impact of Wartime Conditions on People Formerly in Subordinate Roles Elevated to Positions of Authority (Negroes and Women in Industry).** Eleanor Smith, 5441 Race Ave., Chicago, Ill. NN (Sept. 45)N
120. **Increase in Homogeneity of Attitudes during the Introductory Sociology Course.** Mapheus Smith, National Headquarters, Selective Service System, 21st and C Sts., Washington 25, D.C. YYY
121. **A Concept of Meaning and Its Implication for a Concept of Societal and Personal Values.** Irving A. Spaulding, Clemson College, Clemson, S.C. YYN
122. **Static and Dynamic Psychological Forces of an Operating College Student Organization.** Irving A. Spaulding, Clemson College, Clemson, S.C. NN (O)N
123. **Survey of Movie Attitudes in Omaha.** T. Earl Sullenger, Municipal University of Omaha, Neb. NN (May 45)N
124. **Research for a History of Warner Brothers: A Case Study of Motion Picture Development 1906-46.** Joel Swensen, Warner Brothers Pictures Inc., 321 W. 44th St., New York City 18. ON (Dec. 45)O
125. **Personality: A Cross-Cultural Study.** W. Lloyd Warner, University of Chicago, Chicago, Ill. YN (O)N
126. **Comic Books as Educational Media in Intercultural Education.** Goodwin Watson, Teachers College, Columbia University, New York City. YYN
127. **The Army and the Crisis-Culture.** Lt. S. Kirson Weinberg, Ft. Sheridan, Ill. YN (May 45)N
128. **The Simple Schizophrenic and Industrial Society.** Lt. S. Kirson Weinberg, Ft. Sheridan, Ill. YN (June 45)N
129. **Some Types of Personal Disorders among Returning Veterans.** Lt. S. Kirson Weinberg, Ft. Sheridan, Ill. YN (July 45)N
130. **Social Cleavage among Civilian Public Service Assignees.** Vincent Heath Whitney, University of Maine, Orono, Me. NN (O)N
131. **The Status Dilemma of Women Doctors.** Josephine J. Williams, University of Chicago, Chicago 37, Ill. NN (46)N
132. **The White Woman's Role in Creating Race Prejudice.** Margaret Mary Wood, Russell Sage College, Troy, N.Y. YN (Dec. 45)N
133. **A Study of the Mormon Polygynous Family.** Kimball Young, Queens College, Flushing, N.Y. YN (O)N

COMMUNITY AND HUMAN ECOLOGY (INCLUDING URBAN SOCIOLOGY)

(See also: 6, 50, 66, 68, 74, 75, 195, 197, 200, 228, 252, 280, 281, 317, 321, 324, 330, 347, 371, 378, 408)

134. **Minorities in Los Angeles and Inter-group Tensions.** Ralph Beals, Leonard Bloom, and Ruth Riemer, University of California at Los Angeles, Los Angeles, Calif. NN (O)N
135. **Rural People in the City.** Howard W. Beers, University of Kentucky, Lexington, Ky. YYY
136. **Jewish Communities of the United States.** Charles S. Bernheimer, National Jewish Welfare Board, 145 E. 32nd St., New York City 16. YYN
137. **Inventory of Southern Resources.** Gordon W. Blackwell and Howard W. Odum, University of North Carolina, Chapel Hill, N.C. YN (Dec. 45)N
138. **Interagency Co-ordination in Housing.** Joseph H. Bunzel, Pittsburgh Housing Association, 519 Smithfield St., Pittsburgh, Pa. YYY
139. **Landlord-Tenant Relationships.** Joseph H. Bunzel, Pittsburgh Housing Association, 519 Smithfield St., Pittsburgh, Pa. YN (Dec. 45)N
140. **Negro Housing Needs.** Joseph H. Bunzel, Pittsburgh Housing Association, Association 519 Smithfield St., Pittsburgh, Pa. YN (Sept. 45)N
141. **Recent Economic and Social Changes in the Southern Appalachian Mountains.** Paul F. Cressey, Wheaton College, Norton, Mass. NN (Sept. 45)N

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142. **Community Organization and Process.** Paul G. Cressey, Social Welfare Council, 439 Main St., Orange, N.J. NN(O)N
143. **Status Structure of a Planned Community.** William H. Form, Stephens College, Columbia, Mo. YYN
144. **Social Effects of Aviation.** S. Colom Gilfillan, University of Chicago, Chicago, Ill. YYO
145. **Two World Projections for Transport Routes and Areal Comparisons.** S. Colum Gilfillan, University of Chicago, Chicago, Ill. YYN
146. **The Des Moines Community.** Joseph B. Gittler, Drake University, Des Moines, Ia. YN(July 45)N
147. **The Changing Structure of Representative Mexican Cities.** Norman S. Hayner, University of Washington, Seattle 5, Wash. NN(May 46)N
148. **An Ecological Study of Selective Service Rejectees in Missouri.** Lawrence M. Hepple, University of Missouri, Columbia, Mo. YN(Oct. 45)O
149. **Community Organization and Planning.** Arthur Hillman, Central Y.M.C.A. College, 188 W. Randolph St., Chicago, Ill. YN(46)N
150. **Race Relations in Industry.** Everett Cherrington Hughes, University of Chicago, Chicago, Ill. YN(Oct. 45)N
151. **Culture Analysis of a Tobacco-Growing Area.** Dorothy Jones, Winthrop College, Rock Hill, S.C. YYN
152. **A Community Survey by Artist and Sociologist.** Arthur Katona, Ohio University, Athens, Ohio. YNN
153. **The Ecology of Pluralities in Presidential Elections.** John A. Kinneman, Illinois State Normal University, Normal, Ill. YYY
154. **The Relative Importance of the Major Ethnic Groups in Business, the Professions, and Civil Service in New Haven, Connecticut.** Samuel Koenig, Brooklyn College, Brooklyn 10, N.Y. YYY
155. **Participation of the Various Ethnic Groups in Certain of the Educational and Cultural Activities in Connecticut.** Samuel Koenig, Brooklyn College, Brooklyn 10, N.Y. YYY
156. **Suburbanization in Webster, New York.** Earl Lomon Koos, University of Rochester, Rochester 7, N.Y. YYY
157. **Environment and Social Problems.** Earl Lomon Koos, University of Rochester, Rochester 7, N.Y. YN(Dec. 45)N
158. **A Measure of Negro Economic Efficiency.** James T. Laing, Kent State University, Kent, Ohio. YN(Oct. 45)N
159. **Police Labor Unions.** Harold E. Lane, National War Labor Board, Region I, Boston, Mass. YN(June 45)N
160. **Social Effects of Housing in Industrial Cities.** J. Roy Leevy, Purdue University, Lafayette, Ind. YN(June 45)N
161. **Ecological Aspects of the Selective Service Program.** Kenneth H. McGill, National Headquarters, Selective Service System, Washington 25, D.C. YN(Dec. 45)N
162. **Negro-Jewish Commercial Relationships in Detroit.** Donald C. Marsh, Wayne University, Detroit, Mich. YYO
163. **Negro-Jewish Relationships in Detroit and the Race Riot.** Donald C. Marsh, Wayne University, Detroit, Mich. YYO
164. **Creating A Community.** (Mrs.) May B. Marsh, 3435 Disston Blvd., Route 2, Box 1548, St. Petersburg 6, Fla. ON(O)N
165. **The Poor Whites and Southern Leadership.** Mildred R. Mell, Agnes Scott College, Decatur, Ga. YN(O)N
166. **Big Business and the Middle Class: A Report on Six Cities.** C. Wright Mills, Bureau of Applied Social Research, Columbia University, 15 Amsterdam Ave., New York City. YYY
167. **The Community and the Returnee.** Harry Estill Moore, University of Texas, Austin 12, Tex. NN(46)N
168. **Mobility and Family Composition in Relation to the Etiology of Mental Disorders.** Ernest R. Mowrer, Northwestern University, Evanston, Ill. YN(June 45)N
169. **Social Effects of Aviation.** W. F. Ogburn, University of Chicago, Chicago, Ill. YY(46)O
170. **Survey of Low-Rent Public Housing.** Allen R. Potter, Federal Public Housing Authority, Washington 25, D.C. YN(Oct. 45)Y
171. **Analysis of Income and Expense Items for Low-Rent Public Housing Projects, 1944.** Allen R. Potter, Federal Public Housing Authority, Washington 25, D.C. YN(July 45)Y
172. **Family and Social Relationships in the Madison Rural Urban Fringe.** Myles Rodehaver and J. H. Kolb, University of Wisconsin, Madison, Wis. YN(Nov. 45)N
173. **The Social Effects of Public Housing.** Jay Rumney, University of Newark, Newark, N.J. YYY
174. **Characteristics of Residents of Public Housing Projects in King County, Washington.** Calvin F. Schmid, University of Washington, Seattle 5, Wash. YYY
175. **Land Values as an Ecological Index.** Calvin F. Schmid, University of Washington, Seattle 5, Wash. NN(O)O
176. **Impact of the War on Community Life in the City of Seattle.** Calvin F. Schmid, University of Washington, Seattle 5, Wash. YN(O)N
177. **Voting Behavior: An Ecological Analysis.** Calvin F. Schmid, University of Washington, Seattle 5, Wash. YN(O)O
178. **Survey of the Laguna, Mexico Regional Economy.** Clarence Senior, Pan American

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Branch, Foreign Economic Administration, Washington 25, D.C. YYY

179. **The Economy of the Southeast Tropical Rain Forest Region of Mexico.** Clarence Senior, Pan American Branch, Foreign Economic Administration, Washington 25, D.C. YYY

180. **Prevention of Delinquency as a Phase of Community Organization.** Philip M. Smith, Whitman College, Walla Walla, Wash. NN (Sept. 45)N

181. **Medicine in Industry.** Bernhard J. Stern, Columbia University, New York City. OOO

182. **An Ecological Study of Ward Six in Omaha.** T. Earl Sullenger, Municipal University of Omaha, Omaha, Neb. NN (July 45)N

183. **A Recreational Survey of Children's Institutions.** T. Earl Sullenger, Municipal University of Omaha, Omaha, Neb. YYN

184. **Pharmacy: A Sociological Study.** Isidor

Thorner, 5430 Carlin St., Los Angeles 16, Calif. YN(O)N

185. **Urbanization, Today and Tomorrow.** Rosalind Tough, Hunter College, New York City, YN(O)N

186. **The Social Organization of a Mid-western Community.** W. Lloyd Warner, University of Chicago, Chicago, Ill. OOO

187. **Human Relations In Industry.** W. Lloyd Warner, University of Chicago, Chicago, Ill. OOO

188. **Housing Needs of Boston.** (Mrs.) Eva Whiting White, Women's Educational and Industrial Union, 264 Bolyston St., Boston, Mass. NN(O)N

189. **Evolution of the American Community.** Carle C. Zimmerman, Harvard University, Cambridge 38, Mass. YN(47)N

RURAL SOCIOLOGY

(See also: 10, 73, 105, 135, 141, 151, 156, 224, 225, 233, 240, 244, 250, 263, 282, 318, 341, 355, 383, 387, 388, 393, 396, 398, 411, 422)

190. **The Rural Community and the War.** A. H. Anderson, Bureau of Agricultural Economics, Ridge Bldg., Lincoln, Neb. YYY

191. **Significance of Rural Communities and Neighborhoods in the Northern Great Plains.** A. H. Anderson, Bureau of Agricultural Economics, Ridge Bldg., Lincoln, Neb. YYN

192. **Seaman A. Knapp: Schoolmaster of American Agriculture.** Joseph Cannon Bailey, Hunter College, New York City 27. YYY

193. **Social Participation of Farm People in Kentucky.** Howard W. Beers, University of Kentucky, Lexington, Ky. YNN

194. **Sociology of Land Use in the Breathitt Area.** Howard W. Beers, University of Kentucky, Lexington, Ky. YYN

195. **Social Participation in Rural-Urban Fringe Areas of Michigan.** Walter Firey, Michigan State College, Lansing, Mich. NN(Nov. 45)Y

196. **Economic and Social Status of Farm Laborers in a Rural New England Community.** David L. Hatch, Hubbardston, Mass. YN(Sept. 45)N

197. **Changes in the Solidarity of a Finnish-American Co-operative.** David L. Hatch, Hubbardston, Mass. YN(Nov. 45)N

198. **Community Organization in Relation to Agricultural Extension and Soil Conservation Services.** Charles R. Hoffer, Michigan State College, East Lansing, Mich. NN(Oct. 45)N

199. **Temporary Importation of Workers from Mexico for Agricultural and Railroad Work in the United States.** Robert C. Jones, Pan American Union, Washington, D.C. YYY

200. **Neighborhood-Community Relationships in Rural Society.** J. H. Kolb, University of Wisconsin, Madison 6, Wis. OOO

201. **Family and Social Relationships in Madison Rural-Urban Fringe.** Myles Rodehaver and J. H. Kolb, University of Wisconsin, Madison 6, Wis. YN(Nov. 45)N

202. **Comparative Social Adjustment Ratings of College Students of Rural and Urban Backgrounds.** Paul H. Landis, State College of Washington, Pullman, Wash. YN(Oct. 45)N

203. **Ten Years of Rural Rehabilitation in the United States.** Olaf F. Larson, Bureau of Agricultural Economics, U. S. Department of Agriculture, Washington 25, D.C. YYN

204. **A Study of Rural Social Organizations in Illinois.** David E. Lindstrom, University of Illinois, Urbana, Ill. YYY

205. **A Study of the Effectiveness of Rural Institutions in Rural Areas.** David E. Lindstrom, University of Illinois, Urbana, Ill. NN (O)Y

206. **Farm Land Tenure in the Texas Blacklands, 1942.** John Lambert Molyneaux, Texas Agricultural Experiment Station, College Station, Tex. YN(Sept. 45)Y

207. **Texas Farm Real Estate Prices from Boom to Boom: Average Price Per Acre by Type of Farming Area, 1920-1944.** John Lambert Molyneaux, Texas Agricultural Experiment Station, College Station, Tex. YN(Sept. 45)Y

208. **The Rural Church in Minnesota.** Lowry Nelson, University of Minnesota, Minneapolis, Minn. YN(July 45)N

209. **A Study of Farm Retirement in Minnesota.** Lowry Nelson, University of Minnesota, Minneapolis, Minn. YN(July 45)Y

210. **The County Bank: A Local Community Institution.** J. E. Nugent, 511 N. Carroll St., Madison, Wis. YYN

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211. **New Tools in Land Tenure Research.** Merton D. Oyler, Regional Land Tenure Research Project, Fayetteville, Ark. YN(46)N

212. **Some Factors Influencing Farmer Opinions Regarding the Post-War Future.** Carl F. Reuss, Capitol University, Columbus 9, Ohio. YN(Oct. 45)N

213. **Southwestern Regional Land Tenure Research Project.** Ralph J. Ramsey, Regional Tenure Project, Fayetteville, Ark. YN(Oct. 45)Y

214. **Levels and Standards of Living Section of the Quarterly Survey of Agriculture.** Edgar A. Schuler, Bureau of Agricultural Economics, U. S. Department of Agriculture, Washington 25, D.C. YN(O)N

215. **The People of Colombia and Their Relationships to the Land.** T. Lynn Smith, Louisiana State University, Baton Rouge 13, La. YN(O)N

216. **Societal Structure of a Rural South Carolina Community.** Irving A. Spaulding, Clemson College, Clemson, S.C. NN(O)N

217. **Institutions Serving Rural Arizona.**

E. D. Tetreau, University of Arizona, Tucson, Ariz. NN(Sept. 45)Y

218. **Selecting Arizona Settlers.** E. D. Tetreau, University of Arizona, Tucson, Ariz. YYY

219. **Rural Public Housing in the South.** Rupert B. Vance and Gordon W. Blackwell, University of North Carolina, Chapel Hill, N.C. YYY

220. **Neighborhood Leaders.** Sanford Winston, State College, Raleigh, N.C. YYN

221. **A Study of the Co-operative Agricultural Extension of the United States.** Ellwood Hsin-Pao Yang, Institute of Adult Education, Teachers College, Columbia University, New York City. (China address: Fukien Christian University, Shao-Wu, Fukien, Free China.) YYN

222. **The Role of Private Agencies in the Field of Agricultural Extension.** Ellwood Hsin-Pao Yang, Institute of Adult Education, Teachers College, Columbia University, New York City. (China address: Fukien Christian University, Shao-Wu, Fukien, Free China.) YYN

POPULATION AND SOCIAL BIOLOGY

(See also: 67, 146, 161, 211, 215, 264, 342, 362, 393, 420)

223. **Eminence and Longevity.** Chester Alexander, Charles Saterfiel, and Joseph Giansiracusa, Westminster College, Fulton, Mo. YYN

224. **Rural Mobility in Two Selected Areas.** Howard W. Beers, University of Kentucky, Lexington, Ky. YYN

225. **Fertility of Rural Families in Robertson and Johnson Counties, Kentucky.** Howard W. Beers, University of Kentucky, Lexington, Ky. YYN

226. **Sociological Import of the Medical Statistics of the Selective Service System.** Raymond V. Bowers, Lt. USNR, 21st and C Sts., N.W., Washington 25, D.C. YN(46)N

227. **The Allocation of Manpower in World War II as Seen in Selective Service Statistics.** Raymond V. Bowers, Lt. USNR, 21st and C Sts., N.W., Washington 25, D.C. YN(46)N

228. **Economic Trends in the Southeast.** Lewis C. Copeland, Tennessee Valley Authority, Knoxville, Tenn. YN(June 45)N

229. **Differential Fertility of Migrant and Nonmigrant Women.** Donald O. Cowgill, The Studebaker Corporation, South Bend, Ind. YN(July 45)N

230. **Recent Immigration from Europe: The Refugee Problem.** Maurice R. Davie, Yale University, New Haven, Conn. YN(Nov. 45)N

231. **Population in Relation to Resources and Employment Opportunities.** Allen D. Edwards, Winthrop College, Rock Hill, S.C. YYY

232. **An Analysis of the Foreign Born Negro in the United States, 1930 and 1940.** W. Anthony Gaines, Florida Normal College, St.

Augustine, Fla. YN(June 45)N

233. **Population Movements in the Kentucky Mountains.** Wayne T. Gray, Union College, Barbourville, Ky. YYN

234. **The Labor Force in Louisiana.** Rudolf Heberle, Louisiana State University, Baton Rouge, La. YYN

234. **Migration and Occupational Mobility of Industrial Employees of East Baton Rouge Parish.** Roy E. Hyde, Louisiana State University, Baton Rouge, La. NN(July 45)N

236. **Negroes in Down-State Illinois.** John A. Kinneman, Illinois State Normal University, Normal, Ill. NN(Sept. 46)O

237. **Europe's Population: The Interwar Years.** Dudley Kirk, Office of Population Research, Princeton, N.J. YYO

238. **The Negro in Madison, Wisconsin.** T. C. McCormick, University of Wisconsin, Madison 6, Wis. YN(Dec. 45)N

239. **Statistical Resources of the Selective Service System.** Kenneth H. McGill, National Headquarters, Selective Service System, Washington 25, D.C. YN(May 45)N

240. **Social Significance of Recent Population Trends in Rural North Carolina.** Selz C. Mayo and C. Horace Hamilton, North Carolina State College, Raleigh, N.C. OOO

241. **Direction and Composition of Net White Mobility by States and Counties.** Elon H. Moore, University of Oregon, Eugene, Ore. YYN

242. **Demographic Characteristics and Prospects of Africa South of the Sahara.** Wilbert E.

Moore, Office of Population Research, Princeton, N.J. NN(Nov. 45)N

243. **Japanese Mixed-Blood Persons on the West Coast.** Robert C. Myers, War Relocation Authority, 461 Market St., San Francisco, Calif. YN(Sept. 45)N

244. **Community Prestige or Status as a Factor in Population Mobility in Two Kentucky Counties.** Merton D. Oyler, Regional Land Tenure Research Project, Fayetteville, Ark. YN(Oct. 45)N

245. **Pre-War and Wartime Migrants to Seattle.** Calvin F. Schmid, University of Washington, Seattle 5, Wash. YYY

246. **Physical Status as a Factor in Assortative Mating.** Mapheus Smith, National Headquarters, Selective Service System, Washington 25, D.C. YN(Sept. 45)N

247. **Population Analysis: A Text.** T. Lynn Smith, Louisiana State University, Baton Rouge 13, La. YN(46)N

248. **Population Trends and Demand for Teachers.** Joseph J. Spengler, Duke University, Durham, N.C. NN(Dec. 45)N

249. **The Cost of Babies in Omaha in Relation to Social and Economic Status.** T. Earl Sullenger, Municipal University of Omaha, Omaha, Neb. NN(June 45)N

250. **Farm Labor Requirements and Laborers Available for Employment on Arizona Farms.** E. D. Tetreau, University of Arizona, Tucson, Ariz. NN(O)Y

251. **Population and Its Problems.** Rupert B. Vance, University of North Carolina, Chapel Hill, N.C. YN(47)N

252. **All These People: The Nation's Human Resources in the South.** Rupert B. Vance, University of North Carolina, Chapel Hill, N.C. YYY

253. **Negro Migration into Connecticut, 1920-1940.** Vincent Heath Whitney, University of Maine, Orono, Me. NN(O)N

MARRIAGE AND THE FAMILY

(See also: 60, 79, 87, 94, 99, 113, 129, 133, 203, 229, 246, 353, 401)

254. **Intermarriage in a New England Industrial Community.** Milton L. Barron, Syracuse University, Syracuse 10, N.Y. YYN

255. **The Japanese-American Family and the War.** Leonard Bloom, University of California at Los Angeles, Los Angeles, Calif. YN(Oct. 45)N

256. **Configurations of the Japanese-American Family.** Leonard Bloom, University of California at Los Angeles, Los Angeles, Calif. YN(Aug. 45)N

257. **The Role of the Guest in Family Life and Child Development.** James H. S. Bossard, University of Pennsylvania, Philadelphia 4, Pa. YYN

258. **Some Expectations of College Girls on Marriage and the Family.** Lee M. Brooks, University of North Carolina, Chapel Hill, N.C. YN(Dec. 45)N

259. **A Study of the Adjustmental Problems of Returning Service Men and Their Spouses.** John F. Cuber, Ohio State University, Columbus 10, Ohio. YN(Dec. 45)N

260. **An Analysis of the Services Rendered by the Maternal Consultation Center, Rochester, N.Y., 1934-1945.** Pamela Rae Fahrner, University of Rochester, Rochester, N.Y. NN(Oct. 45)N

261. **Compilation of Data Regarding American Women at Work and at Home in World War II.** Mildred Fairchild, Bryn Mawr College, Bryn Mawr, Pa. YYN

262. **Durable Consumers' Goods Secured to Maintain a Desired Level of Consumption in Retirement.** Cleo Fitzsimmons, University of Illinois, Urbana, Ill. YN(Dec. 45)N

263. **The Pattern of Consumption in 50**

Farm Families. Cleo Fitzsimmons, University of Illinois, Urbana, Ill. YY(Sept. 45)N

264. **Family Trends During the War.** T/3 Paul C. Glick, Washington 25, D.C. YN(Nov. 45)N

265. **Arapaho Child Life.** Sister M. Inez Hilger, Convent of St. Benedict, St. Joseph, Minn. YYO

266. **Adjustments of Iowa Families to the Crises of War Separation and Reunion.** Reuben Hill, Iowa State College, Ames, Ia. NN(46)N

267. **Courtship Experiences of Minnesota Students.** Clifford Kirkpatrick, University of Minnesota, Minneapolis, Minn. YYY

268. **Marriage Patterns: A Rochester Study.** Earl Lomon Koos, University of Rochester, Rochester 7, N.Y. NN(April 46)N

269. **The Family in Trouble: A Study of the Effect of Crisis upon a Low-Income Urban Population in New York City.** Earl Lomon Koos, University of Rochester, Rochester 7, N.Y. YYY

270. **The Teaching of the Family Course by Home Economists and Sociologists in the Teachers Colleges of the United States.** Judson T. Landis, Southern Illinois Normal University, Carbondale, Ill. YYN

271. **Time Required to Achieve Marital Adjustment.** Judson T. Landis, Southern Illinois Normal University, Carbondale, Ill. NN(Aug. 45)N

272. **The Role of the Father in the American Family.** John Lobb, Mount Holyoke College, South Hadley, Mass. NN(O)N

273. **Predicting Marital Adjustments through a comparison of a Divorced and a**

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"Happily Married" Sample. Harvey J. Locke, Indiana University, Bloomington, Ind. YN (46)N

274. **Intermarriage in a Rural County.** Simon Marcson, Pennsylvania State College, State College, Pa. YN(Dec. 45)N

275. **Post-War Patterns of Familial Adjustment.** Harriet R. Mowrer, 727 Monticello Place, Evanston, Ill. YN(Sept. 45)N

276. **Familial Factors in Gerontology.** Harriet R. Mowrer, 727 Monticello Place, Evanston, Ill. YN(Sept. 45)N

277. **The Field of Choice in Mating.** M. F. Nimkoff, Bucknell University, Lewisburg, Pa. YN(Aug. 45)N

278. **Current Folkways of Courtship, Marriage, and Family Life.** Austin L. Porterfield, Texas Christian University, Fort Worth, Tex. YYN

279. **American Negro Names.** N. N. Puckett, Western Reserve University, Cleveland 6, Ohio. YN(46)N

280. **Home Adjustment in Stockholm, Sweden.** Svend Riemer, University of Wisconsin, Madison, Wis. YYY

281. **Home Adjustment in Seattle, Wash.** Svend Riemer, University of Wisconsin, Madison, Wis. NN(46)Y

282. **Farm Housing Behavior.** Svend Riemer, University of Wisconsin, Madison, Wis. NN(46)Y

283. **Youth, Marriage and Parenthood: Attitudes of 364 University Juniors and Seniors**

Toward Courtship, Marriage and Parenthood. Lemo D. Rockwood and Mary E. N. Ford, Cornell University, Ithaca, N.Y. YYY

284. **Women in the War and Post-War World.** Ann W. Shyne and Susan B. Anthony II, Bryn Mawr College, Bryn Mawr, Pa. YYN

285. **Preliminary Analysis of Data regarding Factors Making for Success of Chinese Families in China.** Lewis S. C. Smythe, 222 Downey Ave., Indianapolis 7, Ind. YN(Nov. 45)N

286. **A Study of Pre-Marital Factors that Determine Success or Failure of Marriage.** T. Earl Sullenger, Municipal University of Omaha, Omaha, Neb. NN(July 45)N

287. **Sociological Aspects of Alimony.** Charles Wilner, 175 W. 72nd St., New York City 23. OON

288. **Social Personality Characteristics of Courtship in College Men.** Lt. Robert F. Winch, USNR, Key West, Fla. OOO

289. **The Women of the Philippines: Their Status in the Family and in the Community.** Margaret Mary Wood, Russell Sage College, Troy, N.Y. YYY

290. **The Relationship of Discipline in College to Family Background.** Matthew Lloyd Wooten, Texas State College for Women, Denton, Tex. ON(46)N

291. **Family and Society.** Carle C. Zimmerman, Harvard University, Cambridge 38, Mass. YYN

POLITICAL SOCIOLOGY (INCLUDING WAR AND POST-WAR RESEARCH)

(See also: 5, 25, 29, 31, 52, 62, 72, 84, 153, 159, 177, 358, 382, 390, 402, 405)

292. **The Causes of Mass-Persecutions of Jews, 1000-1939.** Theodore Abel, Columbia University, New York City. YYN

293. **The German Enigma: The Sociological Basis of German Behavior.** Theodore Abel, Columbia University, New York City. YYY

294. **The Russian Bolshevik Movement.** J. Howell Atwood, Knox College, Galesburg, Ill. YYN

295. **Social Engineering Features in the Career of Lenin.** (Miss) Rilma Buckman, American National Red Cross, New York City. YYN

296. **Race Relations as Colonial Labor Relations.** Werner J. Cahman, Fisk University, Nashville, Tenn. YN(O)N

297. **Public Relations in Minority (Race) Relations.** Stanley H. Chapman, 4109 Pine St., Philadelphia 4, Pa. YN(O)N

298. **The Sociological Basis of Minority (Race) Relations.** Stanley H. Chapman, 4109 Pine St., Philadelphia 4, Pa. YN(O)N

299. **Basic Considerations in Social Control.** Stanley H. Chapman, 4109 Pine St., Philadelphia 4, Pa. YN(O)N

300. **The Cultural Growth of Internationalism.** W. F. Cottrell, Miami University, Oxford, Ohio. YYN

301. **A Study of American Labor and the Public Welfare.** Mildred Fairchild, Bryn Mawr College, Bryn Mawr, Pa. YYN

302. **Fundamental Self-Contradictions in Occidental Culture Patterns.** Ludwig F. Freund, Ripon College, Ripon, Wis. YYN

303. **Germany in Transition.** H. H. Gerth, University of Wisconsin, Madison, Wis. YN(O)N

304. **The Bill of Social Right.** Georges Gurvitch, *École Libre des Hautes Études*, New York City 11. YYY

305. **Social Structure of France between the Two World Wars.** Harry Morton Johnson, Simmons College, Boston, Mass. NN(Jan. 46)N

306. **The Inquisitorial Functions of Grand Juries.** Edwin Lemert, University of California at Los Angeles, Los Angeles, Calif. YN(O)N

307. **Aspects of Culture Contact in Southern Africa.** James G. Leyburn, Yale University, New Haven, Conn. YN(46)O

308. **Community Post-War Planning Pro-**

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grams with Several Communities in Oklahoma. Leonard M. Logan, University of Oklahoma, Norman, Okla. YYY

309. Evolution of Soviet Ideology and Institutions. Barrington Moore, Jr., Room 701, War Annex 21, 23rd and E Sts., N.W., Washington, D.C. NN(47)N

310. Political Behavior in Harlem. John A. Morsell, New York City Department of Welfare, New York City. YN(Dec. 45)N

311. The Problem of Political Democracy in China: A Study in Political Sociology and Prospective Acculturation. Maurice T. Price, University of Illinois, Urbana, Ill. YN(Nov. 45)N

312. Geopolitics of the Balkans and the Danubia. Joseph S. Roucek, Hofstra College, Hempstead, N.Y. OYN

313. Sociology of the Underground. Joseph S. Roucek, Hofstra College, Hempstead, N.Y. YYN

314. Charles Horton Cooley: Sociologist of Democracy. Louis Ruchames, B'nai B'rith Hillel Foundation, Northampton, Mass. YN(May 45)N

315. Effect of Social Status on Voting Behavior in the Last Presidential Election. Gerhart Saenger, City College, New York City. YYN

316. The Renaissance of Rome. Albert Salomon, New School for Social Research, New York City. YN(46)O

317. Local Government and Community Solidarity in the Sunland-Tujunga Valley, Los Angeles. Luke M. Smith, 27 South Craig Ave., Pasadena 8, Calif. YN(Oct. 45)O

318. Survey of Postwar Employment Opportunities in a Rural South Carolina Community. Irving A. Spaulding, Clemson College, Clemson, S.C. YYY

319. American Medical Practice in the Per-

spectives of a Century. Bernhard J. Stern, Columbia University, New York City. YOY

320. Veterans' Preference in the Public Service. Rosalind Tough, Hunter College, New York City. YYN

321. Changing Structure of a Micronesian Society. Lt. John H. Useem, USNR, University of Wisconsin, Madison 6, Wis. YYO

322. The American Pattern of Military Government in Micronesia. Lt. John H. Useem, USNR, University of Wisconsin, Madison 6, Wis. YN(June 45)N

323. The Aftermath of Defeat: A Study of Acculturation among the Rosebud Sioux of South Dakota. Ruth Hill Useem, University of Wisconsin, Madison 6, Wis. YN(Aug. 45)N

324. The Present South from the New Freedom through the New Deal. Rupert B. Vance, University of North Carolina, Chapel Hill, N.C. YN(47)N

325. Post-War Youth. Goodwin Watson, Teachers College, Columbia University, New York City. YN(May 45)Y

326. The Course of Social Processes in the Turkish Reformation (Revolution) Since the Death of the Great Leader, Ataturk. Donald E. Webster, American Embassy, Ankara, Turkey (via Mail Division, Department of State, Washington 25, D.C.). YYN

327. A Pragmatic Approach to the Study of the National Reconstruction of China. Ellwood Hsin-Pao Yang, Institute of Adult Education, Teachers College, Columbia University, New York City. (China address: Fukien Christian University, Shao-Wu, Fukien, Free China.) YYN

328. A Study of Special Interest Nationalist Groups in the United States. Robert C. Sorensen, 908 East 57th St., University of Chicago, Chicago 37, Ill. YN(45)N

SOCIOLOGY OF RELIGION

See also: 350

329. A Sociological Study of 18 Protestant Churches of Madison, Wisconsin. Louis Bul-tena, Cottage Grove, Wis. YN(May 45)N

330. The Democratic Principles of the Jewish "Kehila." Dr. Zvi Cahn, 200 West 109th St., New York City. ON(July 45)N

331. The Development of a Sociology of Religion. Vattel Elbert Daniel, State Teachers College, Montgomery, Ala. YN(Feb. 46)N

332. The Religious Sect. Lyford P. Edwards, Bard College, Annandale-on-Hudson, N.Y. YN(48)N

333. Methods of Rating Ministerial Effectiveness in the Methodist Church. Douglas E. Jackson, Garrett Biblical Institute, Evanston, Ill. YN(Aug. 45)N

334. Distinctive Doctrines of Prominent Re-

ligious Cults and Sects. Betty Elaine Johnson, University of Minnesota, St. Paul 8, Minn. YN(Dec. 45)N

335. Influence of the Church on Human Behavior. Betty Elaine Johnson, University of Minnesota, St. Paul 8, Minn. YN(Dec. 45)N

336. Attitudes of Church and Non-Church Members on Current Social Issues. Judson T. Landis, Southern Illinois Normal University, Carbondale, Ill. YN(July 45)N

337. The Social Action Program of the Protestant Churches of America. Judson T. Landis, Southern Illinois Normal University, Carbondale, Ill. NN(Aug. 45)N

338. The Protestant Church and the Negro. Frank S. Loescher, Randolph Macon Woman's College, Lynchburg, Va. YN(Oct. 45)N

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339. *The Sociology of Salvation*. William C. Smith, Linfield College, McMinnville, Ore. NN(46)N

340. *Christian Science and Ascetic Protestantism: A Study in Theory*. Isidor Thorner, 5430 Carlin St., Los Angeles 16, Calif. YN(O)N

341. *A Survey of the Rural Church in Thirty-Nine North Mississippi Counties*. W. A. Tyson, Central Methodist Church, Meridian, Miss. YYY

342. *Rural-Urban Distribution of Member-*

ship Factors in the Methodist Church. W. Dwight Weed, Garrett Biblical Institute, Evanston, Ill. YN(Jan. 46)N

343. *Processes of Change in a Religious Sect*. Forrest L. Weller, Elizabethtown College, Elizabethtown, Pa. YN(July 45)N

344. *The Messiah-Phenomenon and its Relation to the Theory of the Crowd*. R. Richard Wohl, New York University, Washington Square College, New York City. YN(Aug. 45)N

EDUCATIONAL SOCIOLOGY

(See also: 9, 27, 98, 120, 126, 155, 192, 198, 202, 220, 221, 222, 248, 270, 407, 422)

345. *An Experiment in the Standardization of Objective Examinations for Courses in Introductory Sociology*. Belle Boone Beard, Sweet Briar College, Sweet Briar, Va. YYY

346. *College Teaching of the Social Sciences in the South*. Gordon W. Blackwell, University of North Carolina, Chapel Hill, N.C. NNN

347. *Some Regional Implications of Sociological Instruction*. Lee M. Brooks, University of North Carolina, Chapel Hill, N.C. YYY

348. *The Virginia Public School System: Report of the Virginia Education Commission, 1944*. Wilson Gee, University of Virginia, Charlottesville, Va. YYY

349. *Supplementary Report of the Virginia Education Commission on Teacher Training, 1945*. Wilson Gee, University of Virginia, Charlottesville, Va. YYY

350. *Recruiting and Training of Ministers*. Lester S. Ivins, 710 N. Clinton St., Defiance, Ohio. YOY

351. *The Persistence of Choice of Pupil Associates within a Class Group*. Leona M. Kerstetter, Harlem House, 311 East 116th St., New York City. OYN

352. *The Sociological Curriculum in the Southeastern States*. Robert I. Kutak, University of Louisville, Louisville 8, Ky. YYY

353. *The Wartime Birth Rate and Postwar Educational Plans*. Judson T. Landis, Southern Illinois Normal University, Carbondale, Ill. YYY

354. *The Social Studies Program in the High Schools of Illinois*. Judson T. Landis, Southern Illinois Normal University, Carbondale, Ill. YN(July 45)N

355. *Rural Sociology in the Teachers Colleges of the United States*. Judson T. Landis, Southern Illinois Normal University, Carbondale, Ill. YYY

356. *The Sociology Curriculum in the Teachers Colleges*. Judson T. Landis, Southern Illinois Normal University, Carbondale, Ill. YN(June 45)N

357. *Teaching Materials in Intergroup Relations*. Simon Marcson, Pennsylvania State College, State College, Pa. YN(Aug. 45)N

358. *Reeducation in Postwar Europe*. J. Mokre, St. Louis University, St. Louis, Mo. OYO

359. *The Sociology of the American Association of University Professors*. Wayne C. Neely, Hood College, Frederick, Md. OOO

360. *Veterans Adjustment to College Life and Studies*. Gerhart Saenger, City College, New York City. YN(Sept. 45)O

361. *Changes in Personal, Social, and Intellectual Behavior in Children Originally Classified as Feeble-minded*. Bernadine G. Schmidt, Indiana State Teachers College, Terre Haute, Ind. YY(O)N

362. *Louisiana School Population*. Marion B. Smith, Louisiana State University, Baton Rouge, La. YN(Sept. 45)N

363. *The Housemaster: A Factor in Social Relations*. T. Earl Sullenger, Municipal University of Omaha, Omaha, Neb. YYY

364. *Sociology of the Professional Economist*. R. Richard Wohl, New York University, Washington Square College, New York City. YN(Dec. 45)N

CRIMINOLOGY

(See also: 180)

365. *Trade Training in Prison as an Aid to Adjustment on Parole*. Elmer S. Akers, State Prison, Jackson, Mich. YN(Nov. 46)N

366. *The Black Market: A Study of Violations of Price and Rationing Regulations*. Marshall B. Clinard, Office of Price Administration, Washington, D.C. YN(Fall 45)N

367. *The Use of Force in Penal Treatment*

in American Prisons. Mabel A. Elliott, University of Kansas, Lawrence, Kan. YN(Sept. 45)Y

368. *Application of the Glueck Method of Parole Prediction to 1861 Cases of Burglars*. Michael Hakeem, Illinois State Penitentiary, Pontiac, Ill. OOO

369. *Bibliography and Notes on the Pre-*

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diction of Criminality. Michael Hakeem, Illinois State Penitentiary, Pontiac, Ill. O O Y

370. Comparison of Sentencing Practices of Judges and a Parole Board. Michael Hakeem, Illinois State Penitentiary, Pontiac, Ill. Y N (46) O

371. Juvenile Delinquency in Kansas City, 1939-44. Ernest Manheim, University of Kansas City, Mo. Y Y Y

372. Relation of Group Work and Case Work Agencies to Delinquency: A Comparative Study of Juvenile Court Versus Group Work Youths. Ellery F. Reed, 312 W. 9th St., Cincinnati 2, Ohio. Y Y Y

373. White Collar Crime. Edwin H. Sutherland, Indiana University, Bloomington, Ind. Y N (Dec. 45) N

374. Rural Trends in Weber County Juvenile Court Cases over a Twelve Year Period, 1933-1944. Jos. N. Symons, Utah State Agricultural College, Logan, Utah. Y N (July 45) Y

375. Court for Wayward Girls: A Socio-Legal Approach to Institution and Process.

Paul W. Tyson, Queens College, Flushing, N.Y. Y Y N

376. The Adolescent in Court. Paul W. Tappan, Queens College, Flushing, N.Y. Y Y N

377. Penology from Panama to Cape Horn. Negley K. Teeters, Temple University, Philadelphia, Pa. Y Y Y

378. An Experiment in Delinquency Prevention. Frederic M. Thrasher, 100 Washington Square East, New York City 3. N N (O) N

379. Social Factors Influencing Sentencing Practice in Municipal Court Practice. George B. Vold, University of Minnesota, Minneapolis 14, Minn. N N (O) N

380. Modern Developments in Turkish Penology. Donald E. Webster, American Embassy, Ankara, Turkey (via Mail Division, Department of State, Washington 25, D.C.). N N (Dec. 45) N

381. May Act Violators in Seven North Carolina Counties, May 1942-August 1944. Sanford Winston, State College, Raleigh, N.C. Y Y N

SOCIAL PROBLEMS AND SOCIAL WORK

(See also: 13, 18, 28, 71, 83, 85, 112, 131, 148, 157, 181, 260, 310, 360, 361, 372)

382. A Study of the Current Crisis of Democracy with Particular Emphasis on Social Disorganization, Mass Apathy, and Lack of Rank and File Participation of the Citizenry. Saul D. Alinsky, Industrial Areas Foundation, 8 S. Michigan Ave., Chicago, Ill. Y N (July 45) Y

383. Hamilton County, Nebraska, Medical Aid Association. A. H. Anderson, Bureau of Agricultural Economics, Rudge Bldg., Lincoln, Neb. N N (Sept. 45) N

384. Administrative Aspects of the Medical-Dental Program for the Senior Citizens in the State of Washington. Odin W. Anderson, School of Public Health, University of Michigan, Ann Arbor, Mich. N N (46) N

385. History of the Rock County (Wisconsin) Public Welfare Department, 1864-1943. Lloyd V. Ballard, Beloit College, Beloit, Wis. Y Y Y

386. Adjustment of Veterans to Civilian Life. Wilbur B. Brookover, U. S. Naval Hospital, Seattle, Wash. Y Y N

387. Warren County (Iowa) Post-War Rehabilitation Survey. Charles N. Burrows, Simpson College, Indianola, Iowa. Y N (Aug. 45) N

388. Human Relations in Forestry. Glen E. Carlson, University of Redlands, Redlands, Calif. N N (O) N

389. Protestant Social Work. Charles G. Chakerian, Hartford Seminary Foundation, Hartford 5, Conn. N N (Jan. 46) N

390. Impact of the Federal Government on the Public Welfare System of the New England States. Charles G. Chakerian, Hartford Seminary Foundation, Hartford 5, Conn. Y N (Sept. 45) N

391. Tuskegee Institute: A Social and Economic Interpretation. Ralph N. Davis, Tuskegee Institute, Tuskegee, Ala. Y N (Oct. 45) N

392. Processes of Civilian Demoralization in Wartime. Robert E. L. Faris, Syracuse University, Syracuse 10, N.Y. Y N (Oct. 45) N

393. Adjustment of Bahamian Agriculture Workers in the Florida Everglades. W. Anthony Gaines, Florida Normal College, St. Augustine, Fla. N N (46) N

394. Attitudes, Opinions, and Actions of Certain Yorkville (New York City) Families Regarding Health and Illness, together with Their Knowledge and Use of Local Health Resources. Paul B. Gillen, Cornell University Medical College, 411 E. 69th St., New York City. Y Y Y

395. Some Relationships of the Local Drug Store to Family Health. Paul B. Gillen, Cornell University Medical College, 411 E. 69th St., New York City. N N (Oct. 45) N

396. Medical Care and Health Services Among Rural People. C. Horace Hamilton and Selz C. Mayo, North Carolina State College, Raleigh, N.C. Y Y Y

397. Relation of Sociology to Social Work. Sister Mary Henry, Rosary College, River Forest, Ill. Y N (O) Y

398. A Reconnaissance Survey of the Social Welfare Problems of Rural Connecticut. J. L. Hypes, University of Connecticut, Storrs, Conn. Y N (Dec. 45) N

399. Development of Inter-American Committee on Social Security. Robert C. Jones, Pan American Union, Washington 6, D.C. N N (July 45) Y

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400. **Schools of Social Work in Latin America.** Robert C. Jones, Pan American Union, Washington 6, D.C. YYY
401. **The Unmarried Father.** Volarie O. Justiss, Henry Wilson School Bldg., Washington 9, D.C. NN(June 46)N
402. **International Relief: Past, Present, Future.** Hertha Kraus, Bryn Mawr College, Bryn Mawr, Pa. YYN
403. **Community Organization for Post-War Planning.** Sister M. Laetitia, College of St. Francis, Joliet, Ill. YN(July 45)N
404. **The Teaching of Social Work on the Undergraduate Level in the Colleges and Universities of the United States.** Judson T. Landis, Southern Illinois Normal University, Carbondale, Ill. NN(Dec. 45)N
405. **Freedom of Person: A Basic Consideration in the Improvement of Labor Conditions in Southeast Asia.** Bruno Lasker, 1 E. 54th St., New York 22, N.Y. YN(46)N
406. **The Relation of Social Problems to the Science of Sociology.** Alfred McClung Lee, Wayne University, Detroit 1, Mich. YN(O)N
407. **Undergraduate Preparation for the Field of Social Work.** Sister Mary Liguori, Mundelein College, Chicago 40, Ill. YYN
408. **The Formation of Unions.** John W. McConnell, New York University, New York City. YN(O)N
409. **The Cost of Tuberculosis to the Family and to the Community.** Robert L. McNamara, U. S. Public Health Service, Tuberculosis Control Division, Bethesda 14, Md. NN(46)N
410. **Rehabilitation of the Tuberculous: An Analysis of Existing Programs.** Robert L. McNamara, U. S. Public Health Service, Tuberculosis Control Division, Bethesda 14, Md. NN(46)N
411. **Health Status and Needs in Relation to Services and Facilities in Ohio.** A. R. Mangus, Ohio State University, Columbus 10, Ohio. YN(O)N
412. **War and Social Problems: Impact of World War II upon Certain Social Problems.** Francis E. Merrill, Dartmouth College, Hanover, N.H. YYY
413. **Pre-Professional Training for Social Work.** Albert Morris, Boston University, Boston, Mass. YN(O)N
414. **Social Aspects of Radio.** Martin N. Neumeyer, University of Southern California, Los Angeles 7, Calif. YN(O)N
415. **The West Indies: A Social Renaissance.** Winslow A. Reckles, 160 W. 133rd St., New York 30, N.Y. YN(Sept. 45)N
416. **Health and Medical Care in Alabama.** Gilbert A. Sanford, Alabama State Planning Board, Montgomery, Ala. YYY
417. **Public Medical Services in the United States.** Bernhard J. Stern, Columbia University, New York 27, N.Y. YYY
418. **Foundations of Knowledge for Social Work Practices.** Josephine Strode, Cornell University, Ithaca, N.Y. YN(46)N
419. **A Study of the Social Factors Involved in the Total Population of the Oak Forest Tuberculosis Hospital, As of May First, 1945.** Mary Flint Syer, Tuberculosis Institute of Chicago and Cook County, Chicago, Ill. NN(Sept. 45)N
420. **Employability in Later Maturity and Old Age.** Clark Tibbitts and Otto Pollak, University of Michigan, Ann Arbor, Mich. YYY

MISCELLANEOUS AND LATE RETURNS

421. **Production Management Syllabus.** David Kenneth Spiegel, Stevens Institute of Technology, Hoboken, N.J. YN(Oct. 45)O
422. **Turkey's Rural Life Institutes: Articles and Motion Pictures to Train Rural School Teachers and Leaders.** Donald E. Webster, American Embassy, Ankara, Turkey. (via Mail Division, Department of State, Washington 25, D.C.). NN(Dec. 45)N
423. **The Ecology of Madison, Wisconsin.** John W. Teter, State Teachers College, Milwaukee, Wis. YN(Dec. 45)N
424. **Some Psycho-Social Factors and Problems Involved in the Adjustment and Rehabilitation Processes of a Selected Group of Persons Discharged from a State Hospital for Mental Diseases.** (Mrs.) Marguerite L. Walker, Union County-Mental Hygiene Society, 111 E. Front St., Plainfield, N.J. YYN
425. **Race Aspects of Selective Service in World War II.** Lt. (j.g.) William H. Sewell, USNR, National Headquarters, Selective Service System, Washington 25, D.C. YN(46)N
426. **Regional Aspects of Selective Service in World War II.** Lt. (j.g.) William H. Sewell, USNR, National Headquarters, Selective Service System, Washington 25, D.C. YN(46)N
427. **Caste and Class in Middle America.** Melvin Tumin, Wayne University, Detroit, Mich. YYN
428. **Attitudes Toward Wealth, as Indices of Acculturation and Contra-Acculturation.** Melvin Tumin, Wayne University, Detroit, Mich. YYN
429. **Gross National Product and Net National Income.** Joseph Mayer, Brookings Institution, Washington, D.C. YN(Dec. 45)N
430. **Wartime Living Costs in St. Louis, Missouri.** Joseph Mayer, Brookings Institution, Washington, D.C. YN(Dec. 45)N
431. **A Social and Cultural Survey of the Position and Treatment of the Aged in Modern**

American Society. Leo W. Simmons, Yale University, New Haven, Conn. YYN

W. Simmons, Yale University, New Haven, Conn. YN(July 46)O

432. Study of the Individual in Society. Leo

PROJECTS SUBMITTED BY AGENCIES OF THE FEDERAL GOVERNMENT

DEPARTMENT OF AGRICULTURE, BUREAU OF AGRICULTURAL ECONOMICS

DIVISION OF FARM POPULATION

AND RURAL WELFARE,

CARL C. TAYLOR, HEAD

1. **Sociological Analysis of Rural Life in Argentina.** Carl C. Taylor. A study of the social structure and functioning of the agricultural segment of Argentine culture. (Manuscript in hands of printer, to be published in book form.)

2. **Social Security for Farm People.** Carl C. Taylor, J. C. Folsom and members of the Research staff of the Social Security Board. Analyses of the security-insecurity status of the various segments of the farm population; a study of the extent to which farm people are included in the present social security program; and analyses of the issues involved in extending the provisions of the present Act and its proposed amendments to farm people. (Various releases to be issued during 1945.)

3. **Experimental Cooperative Rural Health Programs.** Douglas Ensminger, T. Wilson Longmore, A. H. Anderson, Olen E. Leonard, James E. Montgomery, Herbert Pryor, Theo L. Vaughan and M. Taylor Matthews. In 1942 the Interbureau Coordinating Committee on Post-war Programs, U. S. Dept. of Agriculture, sponsored the organization of six county cooperative medical associations. This study analyzes the organizational setup, the attitude and understanding that members and nonmembers have about the objectives of the association, the degree and type of member participation, and effectiveness of the program in serving the medical needs of rural families. (Reports on the findings have been issued on six counties. It is planned also to prepare one master monograph which will bring together the findings of all these studies and generalize on the effectiveness of this approach in giving rural people better and more complete health service.)

4. **Impacts of the War on the Rural Community.** Douglas Ensminger, T. Wilson Longmore, Ralph R. Nichols, Frank D. Alexander, Ronald B. Almack, A. H. Anderson, H. Otto Dahlke, Nat T. Frame, J. Edwin Losey, Lawrence B. Lyall, E. J. Niederfrank, Herbert Pryor and Theo L. Vaughan. This is a study of the effects of the war on 12 rural communities. Prior to the war there existed in these communities certain dominant community patterns

and, of course, a number of organizations and institutions. In this study the interest was in two things: (1) What changes have occurred in the community pattern of organization and the function of each organization and institution, and, (2) what new organizations have come into being during the war, the function performed by each, and their effect in changing old patterns of organization. (Field work has been completed for all 12 communities; five reports have been published and balance will be issued during 1945.)

5. **Rural Organization Handbook.** Douglas Ensminger and Irwin T. Sanders. This study describes and analyzes leadership from a functional point of view. (Study and report will be completed during 1945.)

6. **Ten Years of Rural Rehabilitation in the United States.** Olaf F. Larson, Paul Jehlik, et al. This is a history and evaluation of the standard loan rural rehabilitation program in the United States as carried out under the administration of the Federal Emergency Relief Administration, the Resettlement Administration and the Farm Security Administration, from the inception of the first program on April 1, 1934, into the war period. Included in the project is a statistical analysis of borrower characteristics, resources and progress. (Manuscript drafted and circulated for review.)

7. **Agricultural Wage Differentials in the United States.** Louis J. Ducoff. Special analyses of data from new nation-wide surveys of wages and wage rates of farm workers. (Report to be published during 1945.)

8. **Composition and Characteristics of the Hired Farm Working Force.** Louis J. Ducoff. Regional differences in composition of farm workers, in relation to seasonality of employment. (Report to be published during 1945.)

9. **Two Years of Farm Wage Stabilization in California.** William H. Metzler. A review of experience with wartime regulation of farm wage rates in California. (Report to be published during 1945.)

10. **Farm Population Adjustment Problems Following the War.** Margaret Jarman Hagood. Analysis of factors influencing postwar migration and projection of alternative readjustments of rural population to resources in light of nation's previous migration history. (Report to be published during 1945.)

11. **Farm Migration 1930-40 and its Relation to Selected Socio-Economic Factors.** Eleanor H. Bernert. A correlation analysis of county variation in rate of net migration from the rural-farm population, 1930-40, with selected socio-economic factors, by major type-of-farming regions. (To be completed during 1945.)

12. **Operation of the Wage Ceiling in Harvesting Citrus Fruit in Florida, Season of 1943-1944.** Josiah C. Folsom. A study of the operation and effectiveness of the wage stabilization orders of the War Food Administration relating to the setting of ceiling wage rates for the harvesting of citrus fruits. (Report completed; publication in 1945 planned.)

13. **The Need for Medical Care: A Methodological Study.** Edgar A. Schuler. In connection with the development of a study of rural levels and standards of living, it became necessary to attempt construction of a means for measuring the need for medical care. This was done on the basis of some exploratory field work, consultation with physicians, use of the rating technique by a small group of physicians, and further consultation. It was possible to develop a technique which seems to have considerable promise as a simple device for getting a crude measure of need for medical care. It has not been possible to use in actual field work the method eventually developed, but it is hoped that field tests can be arranged in the not too distant future. (Data available for analysis at the present include 41 family schedules in which a preliminary form of the measurement technique was used and a series of ratings by 9 physicians.)

14. **Levels and Standards of Living.** Edgar A. Schuler. The Bureau of Agricultural Economics has begun what is intended to become a continuing study of a representative national sample of American farms. It is planned to make quarterly field studies covering between 2,500 and 3,000 farms. The range of information to be covered includes the various subdivisions within the field of agricultural economics and also, at least for the current year, the field of standard and level of living as a phase of rural sociology. Since this project is still in its infancy it remains to be seen how much sociological information will be obtained. However, on the basis of the schedule employed in the first quarterly survey (April 1945) data will be gathered dealing with some phases of housing (including facilities and equipment), channels of communication (radio, telephone), means of transportation, sources of information (newspapers and magazines), degree of geographic isolation (distance from all-weather roads and access to mail). (Field work is being completed at the present time and initial tabulations should be available within two months.)

15. **Community Studies in Central Valley,**

California. Walter Goldschmidt. An analytical comparison of community and institutional structure and participation in two areas—one of large, the other of small holdings. (Data collected, report drafted. Publication in 1945.)

16. **Settlement on New Farms in the Northern Plains.** John P. Johanson. A study to develop principles as a guide to the settlement of new farm areas proposed for development in the Northern Plains, especially in areas where irrigation is being used to supplement dry land or range farms. (Problem selected and data being collected, field work to continue through 1945.)

17. **Negro Migration from and within Four Typical Counties in the Southeastern Region of the United States.** E. B. Williams. The study has for its immediate purpose the description of concrete cultural situations from which Negroes have migrated during the past five years. It seeks to bring to light factors or complexes of factors in specific situations which may have induced or inhibited migration. The principal hypothesis with which the study is concerned is that there are a number of significant factors which are embedded in the cultural milieu of Negroes as it is related to the total culture which are often neglected in migration studies, particularly studies of a strictly statistical character, and which can only be discovered by closely analyzing the complete cultural complex. The study shall have attained its goal if it can only bring to light the existence of these neglected factors which may be subsequently tested quantitatively. (Field work is under way and will continue through 1945. Publication is as yet undetermined.)

18. **Participation with the Bureau of the Census in a Study Based on a Sample of Matched Schedules from the 1940 Censuses of Population, Housing, and Agriculture.** John C. Ellickson. Special attention is focused on the following problems: (1) The adequacy of the resource factors of the farm unit in relation to the family labor force, (2) the total income and level of living of farm families in relation to farm characteristics and off-farm employment, (3) the security needs and social security coverage of farm families. (Analyses being completed—publication undetermined.)

19. **Three Appalachian Communities: Cultural Differentials as they Affect Levels of Living and Population Pressure.** James E. Montgomery. A study to discover whether and to what extent a cause and effect relationship exists between cultural differentials and levels of living. The study includes an analysis of three selected communities in the Southern Appalachian Mountains. One of the communities was a Swiss settlement which appeared to enjoy a relatively high level of living; the second was a "typical" or "representative" community of the area which has undergone few

changes as a result of outside programs; and the third was a "Tennessee Valley Authority test-demonstration community" fairly representative of those situations in Southern Appalachia that had recently undergone noticeable induced changes. (This Ph.D. dissertation was completed in the summer of 1944 and a revised and condensed version will be published as a BAE release in 1945.)

20. **The Rural Culture of the Type Farming Regions of the United States.** Carl C. Taylor, *et al.* Cultural analysis of 63 counties, together with 8 counties in the residual area not represented in the 7 regions, the 71 counties representing the rural life of the United States. (The statistical data on all rural counties in the United States, compiled for the purpose of statistically selecting sample counties, are assembled. A cultural reconnaissance analysis of each of the 71 counties is approximately complete. First steps have been taken in field work toward the end of five time series studies to be carried on from data obtained in systematic reports from the 71 counties. In a few counties the cultural analysis has gone considerably beyond the reconnaissance stage.)

DIVISION OF PROGRAM SURVEYS, ANGUS CAMPBELL, ACTING HEAD

The Division of Program Surveys makes sampling surveys of a predominantly attitudinal character to furnish data needed for the solution of administrative problems of agricultural and other governmental agencies. Using small, very carefully selected samples, the Division employs a highly-trained, full-time field staff to conduct intensive, "open-ended" interviews on problems where attitudinal problems are particularly important, as well as a large staff of part-time interviewers for national surveys that require less interviewing skill.

DEPARTMENT OF AGRICULTURE, BUREAU OF HOME ECONOMICS

FAMILY ECONOMICS DIVISION, MARGARET G. REID, CHIEF

1. **Adjustments of Rural Families in Tennessee to Economic Change.** Data are being secured during 1945 from 350 farm and 150 rural non-farm families.

2. **The Adequacy of Food Consumption of Open Country Families in One Southern and One Northern County in 1945.** Data are being secured from 420 families.

DEPARTMENT OF COMMERCE, BUREAU OF THE CENSUS

VITAL STATISTICS DIVISION, HALBERT L. DUNN, CHIEF

1. **Mortality by Marital Status.** An analysis of age-specific death rates for the single, married, widowed, and divorced, by sex and

During the past year, most of the studies done by this Division have dealt with one of the following five general topics:

1. **Studies of farmers' plans for production:** surveys in which farmers are asked to evaluate the factors that determine their decisions regarding the crops they plan to produce.

2. **Studies of farmers' reactions to governmental programs:** studies of farmers' satisfaction and dissatisfaction with various aspects of such programs as consumers' subsidies, rationing, the corn purchase program, etc., in which the background and structuring of these attitudes are explored.

3. **Studies of farmers' present and future problems:** under this general heading may be included studies of farmers' labor problems, a socio-economic study of parity considering attitudes of farm and city people toward the relative advantages of rural and urban life as well as the narrow problem of pricing, farmers' expectations about postwar surpluses and what should be done about them, and a study of their more general postwar expectations and desires.

4. **Studies of the public's reactions to programs of the War Food Administration:** studies which have surveyed public knowledge about nutrition and utilization of sources of nutritional information, others which have determined the extent to which people have participated in the buying of surplus foods, home gardening and preservation of foods, and the use of new food products.

5. **Studies of the public's response to the Treasury's War Finance Program:** a series of national follow-up studies determining how many people have been aware of the various War Loan Drives and have brought extra War Bonds during them, and exploring motives and shifts in motives for buying and not buying bonds at present and in the future.

3. **A Comparison of Food Consumption as Related by the Food Record and the Food List Methods.**

4. **Nutritionally Adequate Food Budgets.** These integrate data in food composition, the recommended allowances of the Food and Nutrition Board of the National Research Council, customary food habits and market supplies and prices.

race and by place of residence (urban and rural) for the United States, 1940.

2. **Completeness of Death Registration in Selected Kentucky Counties, 1943-1944.** A study of the extent of underregistration of

deaths in 12 selected counties in Kentucky, and an analysis by case studies of the reasons for underregistration.

3. The Uses of Census Tract and other Small Area Statistics. An analysis of the uses of census tract and other small area statistics in selected cities. Users include health departments, hospitals, tuberculosis associations, municipal governments, social agencies, commercial organizations, and other groups concerned with educational, employment, occupational and housing problems.

4. Tabular Index of Published and Unpublished Natality, Mortality and Stillbirth Tabulations. A presentation in outline form of the contents of all the annual tabulations of birth, death, and stillbirth statistics made by the Bureau of the Census during the period 1930 to 1943 (Published: 1945).

POPULATION DIVISION, LEON E. TRUESDELL, CHIEF

A. Population

1. Differential Fertility, 1940 and 1910. A series of reports based on tabulations of samples of women 15 or more years old enumerated in the 1940 and 1910 Population Censuses. The first three reports in this series, "Fertility for States and Large Cities," "Standardized Fertility Rates and Reproduction Rates," and "Women by Number of Children Under 5 years Old," have already been issued. Other reports in preparation include:

Women by Number of Children Ever Born. Presents data on fertility in relation to social and economic characteristics of women and their families. Data are presented for the United States by regions, urban and rural; and for urban places grouped according to size. (Ready for press June 30, 1945).

Fertility by Duration of Marriage. Presents data on children ever born for women of unbroken marriages classified by duration of marriage, in association with education of the women and occupation of the husband. An appendix will present limited data for women whose marriages have been interrupted by separations or broken by divorce or death of the husband. Data are limited to native white and Negroes, for the United States, by regions, urban and rural. (Tabulations completed).

2. Internal Migration, 1935 to 1940. A series of reports presenting statistics on place of residence in 1935 and place of residence in 1940, for migrants (persons whose county of residence in 1940 was different from the county of residence in 1935). One report, "Color and Sex of Migrants," has already been published. Based on the 1940 Population Census. Other reports in preparation include:

Age of Migrants. Age statistics are pre-

sented for migrants classified by migration characteristics, color, and sex. Data are shown for the United States, regions, divisions, and States, urban and rural, and for cities of 100,000 inhabitants or more. (Ready for press June 30, 1945).

Economic Characteristics of Migrants. Employment status, major occupation group, and sex of migrants are classified by migration characteristics. Data are presented for the United States, by regions, divisions, and States, urban and rural, and for cities of 100,000 inhabitants or more. (Ready for Press June 30, 1945).

Social Characteristics of Migrants. Nativity, citizenship, relationship to household head, education, and sex of migrants are classified by migration characteristics. Statistics are shown for the United States, regions, divisions, and States, urban and rural, and for cities of 100,000 inhabitants or more. (Ready for press June 30, 1945).

3. Education. A series of reports on the educational attainment (highest grade of school completed) of native whites and Negroes, based on tabulations of a sample of persons enumerated in the 1940 Population Census. These reports, all of which are in preparation, include:

Educational Attainment of Children by Rental Value of Home. Statistics are presented for children 7 to 17 years old, by monthly rental value of home, education, age, and sex. Data are shown for the United States, by regions, urban and rural-nonfarm, and for urban places grouped according to size. (Ready for press June 30, 1945).

Educational Attainment by Economic Characteristics. Data on the educational attainment of the population 18 to 64 years old, by employment status, occupation, and wage or salary income in 1939, are shown for the United States, by regions, urban and rural, and for urban places grouped according to size. (Tabulations completed).

Educational Attainment by Tenure and Rental Value of Home. Statistics on the education of the population 18 to 64 years old, by tenure, monthly rental value of home, age, and sex, are presented for the United States, by regions, urban and rural, and for urban places grouped according to size. (Tabulations completed).

Educational Attainment by Marital Status. Statistics for the population 18 to 64 years old, by education, marital status, age, and sex are presented for the United States, by regions, urban and rural, and for urban places grouped according to size. (Tabulations completed).

4. Demographic Factors of Change in the Labor Force. Analysis of the influence of demographic factors, such as changes in the age, family status, and farm or nonfarm residence of the population, in the growth of

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the labor force from 1920 to the present, and the investigation of trends in these factors for the purpose of predicting the demographic characteristics of the postwar labor force.

B. Housing

1. **Characteristics by Type of Structure.** Data for dwelling unit characteristics cross-classified by type of structure. These statistics were obtained from the 1940 Housing Census and provide a basis for determining the relationship between type of structure and such characteristics as year built, state of repair and plumbing equipment, type of conversion, number of rooms, heating equipment, and heating fuel. (In press).

2. **Study of Recently Built Homes.** Data for dwelling units built between 1935 and 1940 are compared with data for all homes. These statistics were obtained from the 1940 Housing Census and provide a basis for determining the adequacy of low rent homes built in the years 1935 to 1940. The statistics are presented for 11 selected areas and classify the recently built homes by rent and number of persons, number of rooms, state of repair and plumbing equipment, conversion status, and heating equipment. (Tabulations completed).

SPECIAL SURVEYS DIVISION, A. ROSS ECKLER, CHIEF

The Monthly Report on the Labor Force, the Census Bureau's survey of a sample of 30,000 households throughout the country, provides monthly estimates of the employment status of the civilian population, together with information on the characteristics of the labor force and of non-workers. In connection with the monthly survey various special projects have been undertaken and are planned for 1945 which involve using the regular monthly enumeration to obtain additional information about various segments of the population. Projects already under way are listed below:

1. **Survey of Farm Households.** In January 1945 supplementary questions were asked of the sample households living on farms to determine the extent to which the present farm population is engaged in agricultural operations. The amount of farm and non-farm work done by each household member during the first week in January was ascertained. The tabulations are still in process.

2. **Survey of Veterans of World War II.** In February 1945, persons in the sample household who were veterans of World War II were

identified in order that series of estimates on the employment status of this group could be inaugurated. Plans are under consideration for making more detailed surveys of veterans from time to time. A report on the results of the February enumeration will be published soon.

3. **Survey of Migration Since December 7, 1941.** In March 1945, information was obtained on the residence at the time of Pearl Harbor for each person in the 30,000 sample households. On the basis of this information national estimates will be available to indicate the total number of persons who have shifted residence between States or within a State. The number and characteristics of farm as compared to non-farm migrants and the present industrial distribution of the two groups will be available. The origin and destination of migrants in terms of the four broad census regions will also be estimated. Tabulations of these data will begin shortly. A report should be ready for publication by June 1, 1945.

4. **Survey of Teen-Age Youth.** In April 1945, supplementary information will be obtained on the hours of school attendance of young people, aged 14 through 19 years. This information, in combination with the items regularly obtained for members of the sample households, will provide a basis for national estimates of the contribution that school children are making to the war time labor force.

The occupations and industries of their jobs and the number of hours they work in addition to their school program will be ascertained. Changes from April 1944 can be determined on the basis of similar information collected in the Monthly Report on the Labor Force for that month. These data are being collected for the use of the Children's Bureau of the United States Department of Labor and will probably be published by that agency.

GOVERNMENTS DIVISION, E. R. GRAY, CHIEF

Elections. The Soldier Vote in 1944; Elections Calendar for 1945 and 1944; City Proposals Voted Upon; State Proposals Voted Upon; State and County Elective Offices.

State Documents. Governors' Messages to State Legislatures in January 1945; County Government Data in State Documents.

State Finance. Budgets for 1946 and 1947.

Governmental Organization. County Organization.

Government Employment. Public Employment (Quarterly).

DEPARTMENT OF COMMERCE, COMMITTEE FOR ECONOMIC DEVELOPMENT

RESEARCH COMMITTEE, HOWARD B. MYERS, EXECUTIVE SECRETARY

A. The Transition from War to Peace:

1. **Manpower Demobilization and Reemployment,** Robert R. Nathan.

2. **Financing Industry During the Transition from War to Peace,** Charles C. Abbott, Associate Professor of Business Economics, Harvard University.

3. **Monetary and Banking Policies in the**

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Postwar Transition Period, John K. Langum, Vice President, Federal Reserve Bank of Chicago.

B. The Longer-Term Fundamental Problems:

1. **Agriculture in a Developing Economy**, Theodore W. Schultz, Professor of Agricultural Economics, The University of Chicago. An investigation going to the roots of the "farm problem." The significance of excess labor resources on farms, the failure of price mechanisms to induce shifts of resources out of agriculture, the differences between the farm and industrial sectors in responding to reduced demand. The importance to farmers of continued prosperity in business. A solution to the farm problem without resort to price floors or restrictions on output.

2. **International Trade and Domestic Employment**, Calvin B. Hoover, Dean of the Graduate School of Arts and Sciences, Duke University.

3. **Business Arrangements in Foreign Trade**, Edward S. Mason, Professor of Economics, Harvard University.

4. **Minimizing Business Fluctuations and Unemployment**, a major series of studies which will be undertaken during the coming year, by John Maurice Clark, M. de Chazeau, Albert G. Hart, Gardiner C. Means, Howard B. Myers,

and others to be appointed.

5. **The Special Problems of Small Business**, A. D. H. Kaplan, Professor of Economics, University of Denver, assisted by J. K. Wexman.

6. **Providing Adequate Incentives for Enterprise**, C. E. Griffin, Professor of Business Economics, University of Michigan.

7. **The "Billion Dollar Questions."** An economic primer posing the basic economic problems to be faced in a free enterprise system. By Theodore O. Yntema, Gardiner C. Means, and Howard B. Myers.

C. Supplementary Papers:

1. **Federal Tax Reform**, Henry C. Simons, Associate Professor of Economics, the University of Chicago.

2. **Incidence of Taxation**, William Vickery, formerly Tax Research Division, Treasury Department.

3. **World Politics, Employment and Free Private Enterprise**, Harold Lasswell, Director of War Communications Research, Library of Congress.

4. **Changes in Substantive Law, Legal Processes and Government Organization to Maintain Conditions Favorable to Competition**, Corwin Edwards, Professor of Economics, Northwestern University.

DEPARTMENT OF LABOR, CHILDREN'S BUREAU

1. **Maternal and Child Health Statistics.** A continuing collection of statistics of important health services provided under State Health Agencies for mothers and children. Annual summary tabulations are published.

2. **Crippled Children's Services Statistics.** A continuing collection of statistics of medical, nursing, and allied services provided under State Official Agencies for crippled children and of the numbers of crippled children known to the Agencies. Annual summary tabulations are published. Also periodic collection of special crippled children known to the Agencies; data for 1944 now being prepared for publication.

3. **Analysis of maternal and infant mortality data.** Special analyses prepared based on data collected by the U. S. Bureau of the Census. Since 1935, a brief analysis has been published each year in *The Child*. Certain data are prepared in graphic form each year as the Bureau Chart Series. The last complete set was published in 1943 as Children's Bureau Publication, Number 288.

4. **Youth employment.** A study is being made in consultation with other groups of the problems and needs of young workers which the reconversion and postwar periods will bring. Wartime employment of young workers and

projects for the utilization of youth labor on a wartime basis are also studied as a background for the development of standards and recommendations.

5. **Employment and age certificates.** Monthly reports of employment and age certificates issued to boys and girls between 14 and 18 years of age, sent by issuing offices from 44 States, the District of Columbia, Puerto Rico, and Hawaii and from 4 other States in which they are issued by Federal officials, are tabulated and analyzed currently, and a full report is issued annually. The present annual report appears in the April 1945 issue of the *Monthly Labor Review*.

6. **Child-labor inspection findings.** Data on child labor obtained from the reports of inspections made under the child-labor provisions of the Fair Labor Standards Act, which are administered by the Children's Bureau, are tabulated and analyzed currently in summary form. A detailed analysis is made annually on a fiscal-year basis. Special articles on child-labor inspection findings are published at irregular intervals in *The Child*.

7. **Child-labor standards and advisory service.** Analysis is made of child-labor standards under Federal and State legislation. The advisory service on child-labor standards and on

problems in child-labor legislation and administration is given on request to State officials, various organizations, and others. Reports on particular aspects of child-labor problems are prepared to meet current administrative or policy needs. Reports are also published at intervals in *The Child*.

8. **Hazardous occupations and industrial injuries to minors.** Continuing studies are made of the hazardous nature of occupations or industries in which minors are employed and of the extent of industrial injuries to minors. Recommended standards are published in a series of leaflets entitled *Which Jobs for Young Workers?* Studies leading to legal orders are published as reports under the title *Occupational Hazards to Young Workers*. Studies for recommended standards made during the current year cover the converted paper products industries, the brick and tile industries, and slaughtering and meat packing.

Special analyses of statistics on industrial accidents and diseases affecting minors under 18 years of age are made at intervals from data available from various sources. These statistics are used in showing accident trends from year to year and in pointing out hazards to the safety and health of young workers. Articles based on these figures are published from time to time in *The Child*.

9. **Young workers in agriculture.** Continuing study is being made of programs for the employment of youth in agriculture to determine how adequately the health and welfare of young workers is being safeguarded, to what extent recommended policies are being observed, what additional policies are needed and how they can be effectively promoted. Articles on young workers in agriculture are published at irregular intervals in *The Child*.

10. **Child Welfare Statistics.** (a) Quarterly reports from State agencies on the number of children receiving child welfare service (noninstitutional) from State and local public welfare agencies. The coverage of reporting is being extended (effective July 1, 1945) to include

children under care in public institutions.

(b) Annual report from State agencies on the characteristics of children receiving service on December 31. Coverage is the same as in item (1) above. Data for 1944 now being compiled and prepared for release.

(c) Annual report from State agencies on personnel in the State and local public child welfare programs. Data for July 31, 1944 now being prepared for release.

(d) "Changes in the Volume of Foster Care Between 1933 and 1943." Special study of the volume of foster care of dependent and neglected children provided by public and private agencies on December 31, 1943 based on reports for 27 States and the District of Columbia. Now being prepared for publication in *Social Statistics*, Supplement to *The Child*.

11. **Juvenile Delinquency Statistics.** A continuing study based on the collection of current statistics regarding delinquency cases disposed of by juvenile courts. Final report for 1943 now being prepared for publication in *Social Statistics*, Supplement to *The Child*. Preliminary report for 1944 available for distribution. This is being supplemented by a one-year experimental registration of juvenile delinquency in the District of Columbia conducted in co-operation with certain local agencies officially concerned with juvenile behavior. The purpose of this registration is to obtain a clearer picture of the number and characteristics of the young people who are in conflict with the community than can be obtained from juvenile court reports alone. The data are now being prepared for release.

12. **Social-Statistics Project.** A continuing study based on the reporting of current statistics showing the volume of health and welfare services in 43 selected urban areas of 100,000 or more population. Analyses of year-to-year changes and of trends over a period of several years are published periodically in *Social Statistics*, Supplement to *The Child*. Data for 1943 and 1944 now being prepared for publication.

DEPARTMENT OF LABOR, WOMEN'S BUREAU

A. STUDIES OF WOMAN EMPLOYMENT IN PARTICULAR INDUSTRIES

1. **Wartime Employment of Women in Railroads.** (Probably available late 1945.)
2. **Employment of Women in Sugar Refineries.** (Available fall 1945.)
3. **Employment of Women in the Telephone Industry.** (Available mid-1946.)
4. **Women in the Repair and Manufacture of Airplane Engines.** (Available early in 1946.)
5. **Employment of Women in Agriculture in Selected Areas.** (Available mid-1945.)
6. **Problems of Women Workers in the Laundry Industry.** (Projected study.)

B. HEALTH PROBLEMS OF WOMEN WORKERS

1. **Industrial Injuries to Women in Wartime.** A study of injuries to women at work in four important industrial States in the war period, focused toward safety education. (Available fall 1945.)
2. **Study of Industrial Fatigue Factors in Relation to Hours of Work.** The physical effects of longer or shorter hours are studied through data from selected war plants in which women have performed the same operations on longer and on shorter hour schedules. These data are combined with interviews with

women having worked in these plants during both hour-periods, to ascertain the whole effect on the individual worker of the schedules of plant hours, together with duties at home before and after work. Study is made of the occupation, conditions of work environment, home responsibilities, and attitude toward job, in order to obtain a complete picture of fatigue factors in the woman worker's environment. (Parts of study available by end of 1945.)

C. TRENDS IN WOMEN'S EMPLOYMENT

1. **Women's Occupations Through Seven Decades.** A study of census data for 1870 to 1940 inclusive. Examines the long-time trends in women's occupations and analyzes the occupation pattern occurring in 1940. (Probably available late 1946.)

D. LAWS AND POLICIES AFFECTING WOMEN WORKERS

1. **State Labor Laws for Women, with Explanation of Wartime Modifications.** A new issue in the Women's Bureau series of publications that have appeared at irregular intervals, summarizing to date the state labor laws applying to women. Contains text and charts showing provisions of laws. Special attention is given to wartime modifications. (Available 1945.)

2. **Labor Union Policies and Activities in Relation to Needs of Women Workers.** An investigation by field visits and interviews with union officers and members to ascertain the extent to which union programs are fashioned to women's needs. Such features are considered as union contract provisions related to women's work, type of women's grievance handled, cases relating to equal pay, effort toward solution of women worker's community problems and participation of women in union affairs, such as committee membership, services as union officers or shop stewards, and so forth. (Available 1945.)

3. **New Minimum-Wage Orders.** A supplement which brings up to date an earlier Women's Bureau bulletin (No. 191) which carried this subject through July 1942. The new study will include new and revised legislation and wage orders from that period on. (Available early 1946.)

E. WOMEN IN THE POST-WAR WORLD

1. **Expectations of Women War Workers as to their Post-War Employment.** A series of studies being made in particular communities, by interviewing women workers in war industries on the basis of selected samples. The expectations of women as to remaining in the labor market are ascertained, as are their family and financial responsibilities, their usual relation to the labor market, and personal

data such as age and marital status. Communities include those swollen with war-plant population, some with formerly limited industrial development, others usually having diversified occupational opportunities. (Reports expected to be available shortly for Detroit area; Dayton-Springfield, Ohio; Erie County, N.Y.; others by end of 1945.)

2. **Employment Possibilities for Women in Selected Occupation Groups in the Post-War Period.** A series of research studies in several specific occupational fields. Three of these now are available, one on characteristic industrial occupations, one on occupational therapy, one on physical therapy. Before the end of the year others in the general health field are expected to be ready—the physician, the X-ray technician, the professional nurse, the practical nurse and hospital attendant, the dentist, the medical record librarian, the laboratory technician. Similar study is being begun in the technical and scientific occupations open to those qualified in chemistry, physics, and other sciences allied to engineering. Each study indicates war changes in employment and probable future outlook, required individual qualifications, training necessary and available, pay scales, standards for practicing or for membership in appropriate technical organizations.

3. **Jobs on the Horizon for Young Women.** This is a popular type presentation of possibilities in a number of occupations briefly presented, as for example, new kinds of clerical work; jobs developed through increasing housing facilities; various types of educational work; various types of social work; possible jobs in retailing; and so forth. (Available fall 1945.)

4. **Household Employees and Old-Age and Survivors Insurance.** Presents data showing the reasons why household workers should be covered by Old-Age and Survivors Insurance, as for example, the insecurity of this occupation, its low wage, and so forth. (Available fall 1945.)

5. **Women's Experience in Independent Business Ventures.** (Projected study.)

F. NEGRO WOMEN IN WORK

This study reports the extent of employment of Negro women as of the 1940 census, and brings together information from Women's Bureau regional reports and field surveys showing types of occupations on which Negro women work in war plants, indicating the lines of job progression but without overall numbers beyond 1940. (Available 1945.)

G. WOMEN IN LATIN AMERICAN COUNTRIES

Bulletins dealing with women workers in Brazil, Ecuador, Paraguay and Peru are expected to be available by late 1945.

H. FURTHER SOURCES OF WOMEN'S BUREAU DATA

1. The Labor Information Bulletin carries current short studies of the Women's Bureau on special subjects related to women's employment.
2. The Monthly Labor Review occasionally

carries longer articles reporting Women's Bureau data.

3. The Annual Report of the Department of Labor indicates in summary form certain of the lines of research being carried forward by the Women's Bureau.

DEPARTMENT OF LABOR, THE BUREAU OF LABOR STATISTICS

1. Extent of collective bargaining and types of union recognition.
2. Dismissal pay provisions in union agreements.
3. Guaranteed-employment and annual-wage provisions in union agreements.
4. Paid sick-leave provisions in union agreements.
5. Health benefit provisions in union agreements.
6. Strikes and lockouts during 1944.
7. Collective bargaining in the petroleum-refining industry.
8. Operation of grievance procedures.
9. Effects of longer working hours.
10. Performance of impaired workers in industry. Efficiency, absenteeism, injuries, turnover, etc., of impaired workers compared with those of non-impaired workers performing the same or similar operations.
11. Accidents and their causes in the brewery and in the pulpwood industries.
12. Semi-annual measurement of changes in hourly wage rates.
13. National industry wage rate studies of occupational wage rates and related subjects in manufacturing and non-manufacturing industries that are important in terms of number of workers, probability of postwar employment opportunity or extent of collective bargaining activity.
14. Work and wage experience of selected groups of individual workers during the remainder of the war and the reconversion period.
15. Broad studies of industrial occupational wage structure and wartime changes. Numerical importance of each occupation and wages paid to workers in specific occupations and the training and experience necessary to meet their usual hiring requirements.
16. Post-war employment outlook in selected professional, skilled, and semi-skilled occupa-

tions.

17. Appraisal of effects of wartime and probable postwar demographic and economic developments on the supply of labor.

18. Annual wages received by seamen.

19. Survey of prices paid by consumers in 1944. The survey was undertaken at the request of the Congress for the primary purpose of determining whether price changes reported by consumers correspond to those reported by stores to the Bureau of Labor Statistics. The data collected will also make it possible to verify the weights currently used in the cost of living index in the light of actual purchases of city families during wartime.

20. International comparisons of living costs. The first of these, a comparison of retail prices and rents in Detroit, Windsor, and Toronto, has been undertaken on an experimental basis in co-operation with the Dominion Bureau of Statistics in Canada.

21. Federal construction during the war. Volume and characteristics of Federal construction from 1940 through the first quarter of 1945 and limiting or expanding influences.

22. Labor requirements in war housing construction. Labor requirements for conventional housing compared with those for prefabricated housing.

23. Annual earnings of construction workers in 1943.

24. Basic wage rates in private shipyards, July 1944, compared with June 1943.

25. "Take-home" earnings of shipyard workers. Net earnings after taxes, union dues, insurance, bonds, and other deductions during one week in October 1944.

26. Airframe production. A comprehensive study from primary sources which will provide an index of the trend of productivity in the airframe industry over the five war years 1940-1944.

FEDERAL SECURITY AGENCY, SOCIAL SECURITY BOARD

BUREAU OF RESEARCH AND STATISTICS, I. S. FALK, DIRECTOR

A. General

1. Social security needs and adequacy of existing programs.
2. The risks to security and the social security status of the population under existing

programs and under an expanded program.

3. The benefit structure of a unified social insurance program.

4. Alternative patterns of social security development.

5. Benefit interrelationships under multiple social insurance programs.

6. The development of basic statistics on

benefits and beneficiaries under social insurance and related programs.

7. Foreign social security programs.

B. Economic and Financial

1. Analysis of appropriate division of social insurance costs among employers, employees and Government.

2. Study of relation of social insurance reserves to post-war economic problems.

3. Review of effects of social insurance financial operations on consumer spending and saving.

4. Analysis of interrelationships between social security and full employment programs in post-war period.

5. Study of methods of allocating Federal grants to States and State grants to localities on a variable-grant basis.

6. Comparison of alternative plans for measuring State and local fiscal ability.

C. Health and Disability

1. The frequency and duration of disability among different segments of the population.

2. The extent and adequacy of existing

private and public protection against the income loss incident to disability.

3. The extent of existing protection against the costs of medical care provided through prepayment, indemnity and tax supported services; the completeness of the protection provided; and the costs.

4. The scope, content, structure and costs of a national program designed to provide protection against the risks of disability and the costs of medical care.

5. The probable demands for physicians' service, dental and nursing care, laboratory and X-ray services under a national medical care scheme.

6. Analysis of death certificates as an index of inadequate medical care received by various segments of our population.

7. Study of comparative administrative costs of governmentally operated social insurance in cash disability and medical care and voluntarily operated insurance by commercial insurance companies and non-profit organizations.

8. The cost of X-ray services in moderate-sized general hospitals in a large city.

**FEDERAL SECURITY AGENCY, SOCIAL SECURITY BOARD,
BUREAU OF PUBLIC ASSISTANCE**

STATISTICS AND ANALYSIS DIVISION,
ANNE E. GEDDES, CHIEF

In addition to its regular reporting program, the Bureau of Public Assistance is currently carrying on a number of special studies. These are:

Incomes and Living Arrangements of Recipients of Old-Age Assistance. This study, being conducted on a sample basis in 22 States, will provide information on the characteristics of recipients of old-age assistance (age, sex, place of residence, employment status, physical condition, and living arrangements), cost of budgeted requirements as determined under agency standards of assistance, amount of cash income and assistance available to the recipient, and the amount of need not met through assistance or other resources.

Provision of Medical Care. A plan for a study of the medical aspects of assistance programs has been developed and is about to be tested in a few localities. The study consists of two parts. The first part will include detailed information on local agency administration, including the use of advisory committees, types of

care and services made available to recipients, agency standards for these services, methods of paying for services, and limited information on services available from public agencies other than the assistance agency. The second part of the study will attempt to measure the types, volume, and cost of services made available to recipients through public assistance funds.

Characteristics and Incomes of Families Receiving Aid to Dependent Children. This study will provide information for 16 States on race, size, and composition of families, reasons for lack of support or care, employment status of family members, school and work status of children, and sources and amounts of income. The study will be published in sections. Part I, dealing with "Race, Size, and Composition of Families and Reasons for Dependency," is now in the press.

Causes of Blindness. This study will provide information for 20 States on the characteristics of recipients of aid to the blind—age, race, sex, causes of blindness, age at onset of blindness, and degree of vision.

FEDERAL SECURITY AGENCY, U. S. OFFICE OF EDUCATION

1. **The Visiting Teacher Enters the School Program.** A cooperative project with the American Association of School Social Workers initiated to secure information to

clarify the work of the school visiting teacher or similar worker.

2. **Curriculum Adjustments for Gifted and Talented Children.** Sets forth principles and

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reports programs through which adjustment is being provided for the education of gifted children.

3. **Educational Programs in Training Schools for Delinquent Youth.** Presents objectives, principles and practices of educational programs in such institutions together with a suggested guide for in-service study of educational problems.

4. **Progress in Negro Education.** An account

of the progress made in the elementary education of Negroes during the past 25 years.

5. **Education in Latin American Countries.** A series of studies of the educational systems of the following countries: Colombia, Costa Rica, Brazil, Ecuador, Chile, Dominican Republic, Guatemala, Paraguay, Uruguay, Peru.

6. **Vocational Education for Transition and Peace.** A study of post-war problems in vocational education.

**FEDERAL SECURITY AGENCY, U. S. PUBLIC HEALTH SERVICE,
NATIONAL INSTITUTE OF HEALTH**

1. Effect of the patient load of private physicians and dentists of the withdrawal of men in these professions by the armed forces.

2. Geographic distribution of physicians and dentists remaining in civilian practice after withdrawals by the armed forces.

3. Movement and relocation of physicians.

4. Medical and hospital facilities in urban and rural parts of various geographic areas in the United States.

5. Studies in postwar planning for health departments and related agencies.

6. Incidence of illness from various causes as related to numerous environmental factors.

7. Physical defects of members of farm families.

8. The epidemic of meningococcus meningitis of 1943-44 in countries throughout the world,

with comparative data for preceding years.

9. Dental caries of children as related to dental caries of their parents.

10. Incidence of and mortality from tuberculosis.

11. Studies of the trend of influenza and pneumonia since the pandemic of 1918.

12. The incidence and crippling effect of poliomyelitis in recent epidemics.

13. Studies on the classification of the course of illness for Statistical purposes.

14. The reporting of the communicable diseases to health departments—its completeness and efficiency.

15. Studies of the prevalence, control, and treatment of venereal disease with special reference to newer therapies.

DEPARTMENT OF JUSTICE, IMMIGRATION AND NATURALIZATION SERVICE

RESEARCH AND EDUCATIONAL SERVICES, HENRY B. HAZARD, DIRECTOR

In addition to the studies listed below, it should be mentioned that the Service has recently completed tabulation of data for the approximately five million aliens who registered in 1940. This material includes extensive information on nationality, residence, age, marital status, occupation and industry. Analysis of this material will doubtless be made through the present year although separate projects as such cannot readily be listed at the present time.

The following studies, although not confidential, are primarily for administrative use within the Service. Only a limited number of copies of each report are prepared, not a sufficient number for extensive distribution outside of the Service.

1. **The exclusion and deportation of alien public charges from the United States.** A résumé of legislation, colonial, State and Federal, for the exclusion on arrival or the deportation after arrival of aliens who were, or were considered liable to become, public charges; with summary of the statistics of exclusions and deportations. Report completed, subject to later revision.

2. **Estimate of alien mortality in the United States, 1940 to 1945.** A recomputation of alien mortality on the basis of the newly completed tabulations of alien registration data. From this will be obtained an estimate of the alien population at stated intervals, after allowance for naturalizations and migration. Similar estimates are to be prepared for the principal nationality groups within the alien population of the United States. Work in progress.

3. **State legislation restricting the employment of aliens.** A survey of State legislation restricting the entry of aliens into licensed occupations and certain professions. Report completed.

4. **History of the literacy test for immigration.** An account of literacy bills in Congress and of the action on these bills. Report completed for period prior to 1900.

5. **Aliens in the labor market.** An analysis of alien registration data on employment by industry, 1940. Summary completed; analysis to be made according to country of birth, state of residence.

6. **Alien problems of the first world war period.** A study of problems relating to immigration, naturalization, and aliens in the United States, 1912 to 1922. Work in progress.

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DEPARTMENT OF THE INTERIOR, WAR RELOCATION AUTHORITY

Since February 1943, the War Relocation Authority has maintained a section called the Community Analysis Section. At each of the relocation centers for persons of Japanese ancestry evacuated from the West Coast the staff includes a trained social scientist called the Community Analyst. The analysts have carried on since 1943 studies of the relocation center communities in terms of the social organization and sentiment patterns of the evacuees and the inter-relations among evacuee groups and with the administrative staff. The studies have been designed to furnish light on current administrative problems and to provide data for guidance in the formulation of overall policies. The analysts have concentrated on determining the effects of administrative action on the evacuee population and the causes for success, or lack of it, in the administration of the War Relocation Authority policies. The work, in short, seeks to analyze and evaluate a specific administrative program in terms of its effects on the people being administered.

In the Washington office of the War Relocation Authority the reports of the Community Analysts from the relocation centers are com-

pared, summarized, and brought to the attention of the War Relocation Authority Staff. A complete bibliography of these reports is being prepared at present and will shortly be available to students and others. A selection is made from the analysts' reports and mimeographed for wider use of War Relocation Authority staff and interested persons outside the Authority. Three series of mimeographed reports have been established as follows:

1. **Community Analysis Reports** (11 issues) designed to present general background information on the evacuee population and overall analyses of human relations problems in the relocation centers.

2. **Project Analysis Series** (22 issues) designed to present the human relations factors bearing on specific administrative problems at particular relocation centers.

3. **Community Analysis Notes** (12 issues) designed to present information on evacuee cultural traits and points of view, often through biographical accounts and material prepared by evacuees themselves.

Copies of reports in all three series are available to interested persons.

DEPARTMENT OF THE INTERIOR, OFFICE OF INDIAN AFFAIRS

Aim of the over-all research program:

The aim of the research program which includes the Indian Education Research and the Administrative Research projects is to attempt systematically to evaluate the administrative program of the United States Office of Indian Affairs with special reference to the effect of recent policies on the Indians as individuals, to indicate the direction toward which these policies are leading, and to suggest if possible how the effectiveness of Indian administration may be increased. In it an attempt is being made experimentally to bring to bear on this problem an integration of techniques from several disciplines, especially psychology, psychiatry, social anthropology, medicine, and ecology. Since the inauguration of the research in September, 1941, investigations have proceeded in respect to five tribes; namely, Hopi, Navaho, Sioux, Papago, and Zuni.

Progress of the research at date of reporting:

1. **Research on Indian Education.** The first phase of the over-all research program (namely the Research on Indian Education, undertaken jointly by the Office of Indian Affairs and the Committee on Human Development of the University of Chicago) was devoted to an attempt to investigate and analyze the development of personality in relation to the total environment viewed in historical perspective, in eleven communities within the five tribes, the communities

having been selected as representative of various degrees of acculturation. A staff of field workers, consisting mainly of Indian Service personnel including anthropologists, psychiatrists, physicians, teachers, and nurses, investigated the life histories, physical, mental, and emotional development of a sample of about a thousand children in these communities, by means of medical examinations, psychological tests and interviews. The field data was analyzed by a staff of anthropologists, psychiatrists, and psychologists at the University of Chicago. With the exception of the Zuni data, the results of the research have been written up in the form of a series of four tribal monographs and a number of papers designed to serve as a background for the second phase of the research, namely, the interpretation of the results for use of administrators, teachers, physicians, technicians, etc. The field work and the analysis of the field data have been completed and the results have been prepared for publication, with the exception of the Papago and the Zuni material. The Papago monograph is in the hands of the editor and will go to press in June. Plans for the analysis and write-up of the Zuni monograph are being made.

2. **Research on Administration.** The second phase of the research (namely the Research on Administration, undertaken jointly by the Office of Indian Affairs and the Society for Applied

Anthropology) is being devoted to an interpretation of the four tribal analyses for the use of administrators. The results will be presented chiefly in the form of sequels or supplements to the tribal monographs. Field work for the pilot interpretation was done by the Coordinator in August and September, 1944. The "pilot" administrative study is now being prepared by the Coordinator to go to press in the fall of 1945. Plans for work on the administrative supplements to the other tribal monographs are being formulated.

List of monographs, articles, and reports resulting from the Research:

Published: Havighurst, Robert J. and Hilkevitch, Rhea R., *The Intelligence of Indian Children as Measured by a Performance Scale*, *Journal of Abnormal and Social Psychology*, vol. 39, no. 4, October, 1944; Thompson, Laura, *Indian Personality Study*, *Boletin Indigenista*, vol. 2, no. 4, p. 16, December, 1942; Thompson, Laura and Joseph, Alice, M.D., *The Hopi Way*, University of Chicago Press, 1944.

In Press: Macgregor, Gordon, *Warriors without Weapons*, University of Chicago Press, 1945.

Ready for Press: Havighurst, Robert J.; Korol, Minna; and Pratt, Inez., *The Performance of Indian Children on the Draw-A-Man Test*; Henry, William E., *An Exploration of the Validity and Usefulness of the Thematic Apperception Technique in the study of Culture-Personality Relations*, Thesis, University of Chicago, 1944; Leighton, Dorothea C., M.D. and Kluckhohn, Clyde, *The People and Their Children, A Study of the Navaho Indians*, (Navaho Tribal Analysis).

In Preparation for publication: Eubank, Lisbeth, *Navaho Mountain Games*; Hallowell,

Irving; Hassrick, Royal B.; Joseph, Alice, M.D.; Klopfer, Brun; Leighton, Dorothea C., M.D., *American Indian Rorschach Studies* (monograph); Havighurst, Robert J., *Belief in Immanent Justice and Animism among Indian Children of the Southwest and Sioux*; Havighurst, Robert J., *Comparison of American Indian Children and White Children by Means of the Emotional Response Test*; Havighurst, Robert J., *The Comparison of Indian Children and White Children by Means of the Moral Ideology Test*; Havighurst, Robert J. and Eubank, Lisbeth, *The Attitudes of Navaho, Zuni, and Sioux Children toward Rules of Games*; Joseph, Alice, M.D., and Leighton, Dorothea C., M.D., *Results of Physical Examinations of Indian Children*; Joseph, Alice, M.D., Spicer, Rosamond; and Chesky, Jane, *The Desert People* (Papago Tribal Analysis); Kluckhohn, Clyde and Leighton, Dorothea C., M.D., *Zuni Tribal Analysis* (title to be determined); Thompson, Laura, *The Hopi Crisis, An Exploration in Basic Social Planning*; Warner, Lloyd and Havighurst, Robert J., *A Study of Personality and Culture* (title to be determined).

Mimeographed: Collier, John, *Man Can Half Control His Doom*; Research on Indian Education, *Field Guide to the Study of the Development of Inter-personal Relations* (for staff and consultants); Research on Indian Education, *Guide for Field Workers*; Research on Indian Education, *Guide to the Analysis of the Authority System of Each Tribe* (for staff and consultants).

Projected studies: Navaho Administration; Papago Administration; Sioux Administration; Zuni Administration.

HEADQUARTERS, ARMY SERVICE FORCES, RESEARCH BRANCH, INFORMATION AND EDUCATION DIVISION, WAR DEPARTMENT

The Research Branch, Information and Education Division, Headquarters, Army Service Forces conducts all research in the Army on soldier attitudes and on other matters related to the morale of troops. Since its inception in 1941 when it was set up under Major General Frederick H. Osborn, Director of the Information and Education Division, the Research Branch has been under the professional supervision of Professor Samuel A. Stouffer, University of Chicago, who recruited its staff and developed its program. Attitude surveys and experimental studies have been conducted on a very wide range of subjects bearing upon morale and training problems in the Army. Security considerations and War Department policy prevent publication of titles and subjects of specific studies at the present time. It is hoped, however, that following the War much

of this material can be made available to the profession.

Studies are normally initiated at the request of War Department Staff agencies and officials. They are of two general types: (1) Surveys of the attitudes and opinions of officers and men selected to represent a cross-section of the Army or of some segment of the Army; (2) Experimental studies using experimental and control groups in testing the effects of programs designed to modify men's views or performance. As a rule, both types of studies are aimed at finding out what kind of men respond in stated ways and under what kind of conditions. While a portion of the data obtained is relevant chiefly to War Department agencies for their current use, a considerable body of data is being collected through continuing research on soldier attitudes in areas

that will be of interest to social scientists as well as to the operating agencies which now need such information.

Some of the areas of soldier opinion and behavior studied in the past and likely to be of continuing interest are: Attitudes toward the war, our allies and enemies; Job assignment and skill utilization in the Army and attitudes about this and other aspects of Army life, including promotions, furloughs, food, clothing, medical care, recreation, and entertainment; Opinions about training, weapons, equipment, and suggestions for improvement; Special morale problems of combat, including studies of fear; Readjustment problems of the returnee from overseas; In connection with psychiatric problems, aid to the Surgeon General in developing new measuring devices; Analysis of films, radio and other visual training aids, by use of experimental and control groups; Problems of readjustment to civilian life, through a series of continuing studies of post-war plans of soldiers to ascertain the degree of crystalli-

zation of plans for jobs, education, and migration, their knowledge of job opportunities and of programs to assist veterans, and to estimate the number planning to enter certain fields most affected by legislation to aid the veteran.

The following members and former members of the American Sociological Society are or have been members of the Research Branch:

Leta M. Adler; Gould M. Beech; William C. Bradbury, Jr.; John A. Clausen; A. Lee Coleman; Leonard S. Cottrell, Jr.; Leland C. DeVinney; Charles Dollard; Robert Dubin; Charles N. Elliott; Lyonel C. Florant (deceased); Robert N. Ford; Clarence Glick; Paul C. Glick, Sr.; Ruth G. Goodenough; Ward H. Goodenough; Louis Guttman; Marian R. Harper; Abram J. Jaffe; Raymond F. McClellan; W. Parker Mauldin; Felix E. Moore, Jr.; William W. Reeder; Arnold M. Rose; Alice H. Schmid; Lyle M. Spencer; Shirley A. Star; Samuel A. Stouffer; Edward A. Suchman; H. Ashley Weeks; Robin M. Williams, Jr.; Trezevant P. Yeatman.

NATIONAL HOUSING AGENCY

A. PROJECTS NOW UNDER WAY:

1. Techniques for Local Housing Market Analysis.
2. Residential Vacancy Index for War Housing Localities.
3. Estimated Net Migration of Civilian Population.
4. Review of Housing Experience Following World War I.
5. The Role of Housing As a Cause of Labor Turnover in Selected War Areas.
6. Comparison of Housing Census and Real Property Surveys.
7. Physical and Social Requirements of the Urban Neighborhood.
8. Subdivision Control.
9. Conservation of Middle Aged Properties and Neighborhood.
10. Who Owns the Slums?
11. Housing for the Middle Income Group.
12. Problems of Minority Group Housing.
13. Methods of Predicting Housing Volume and Impact.
14. Methods of Measuring Remigration After the War.
15. Investigation of Psychological Factors in Housing.
16. Review and Critique of Consumer Polls on Housing.

B. PROJECTS PUBLISHED SINCE JUNE 1944:

1. **Housing Needs.** A Preliminary Estimate. National Housing Bulletin #1. October 1944. Washington, D.C., U. S. Govt. Printing Office. 24 pp. 10¢. (Volume of additional non-farm

homes required after the war; origin and character of need; breakdown by rental values; magnitude of the job.)

2. **Housing Cost.** Where the Housing Dollar Goes. National Housing Bulletin #2. October 1944. Washington, D.C., U. S. Govt. Printing Office. 48 pp. 10¢. (The problem and its importance; housing costs and family incomes; approaches to cost reduction.)

3. **Postwar Economic Policy and Planning—Housing and Urban Redevelopment.** Hearings before the Subcommittee on Housing and Urban Redevelopment of the Special Committee on Post-War Economic Policy and Planning. United States Senate, Seventy-Ninth Congress, First Session, Pursuant to S. Res.-102, (78th Cong.) Part 6, 1/9/45, pp. 1191-1380, \$1.00; Part 7, 1/10/45, pp. 1381-1480, 15¢; Part 8, 1/11/45, pp. 1481-1591, 65¢; Washington, D.C., U. S. Govt. Printing Office. (Statements of John B. Blandford, Jr., Administrator of N.H.A.; John H. Fahey, Commissioner of FHLBA; Abner H. Ferguson, Commissioner of FHA; Philip M. Klutznick, Commissioner of FPHA and other members of the staff of NHA and constituents.)

4. **Government Measures Applied in Other Countries to Encourage Private Building of Housing Before and During the Present War.** Urban Development Division Bulletin #12, June 1944, 38 pp. mimeo.

5. **Notes on Emerging Postwar Housing Policies in Certain Other Countries.** Urban Development Division, Bulletin #13, July 1944, 25 pp. mimeo.

6. **A Summary of Studies and Proposals in the U.S.A. on Assembly of Land for Urban**

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Development and Redevelopment. Urban Development Division Bulletin #14. September 1944. 27 pp., Index. mimeo.

7. Comparative Analysis of Principal Provisions of State Subdivision Control Laws Relating to Housing and Urban Development.

Chart. Office of the General Counsel. January 1945, 2 pp. (There are similar charts published somewhat earlier for state laws relating to housing authorities, urban planning, urban redevelopment corporations and zoning.)

FEDERAL HOUSING ADMINISTRATION

1. "Family Income in Metropolitan Areas," Insured Mortgage Portfolio, Fourth Quarter, 1944. (Presents FHA Division of Research and Statistics estimates of distributions of all families, owner families, and tenant families by 1939 annual incomes for the 22 metropolitan districts with populations in excess of 500,000 in 1940; based on tabulations in the 1940 Census of Housing.)

2. Metropolitan District Data Tabulations. Prepared by FHA Division of Research and

Statistics in cooperation with various public and private agencies. (Selected statistical data in conveniently usable form on the 140 metropolitan districts established by the 1940 Census; tabulated for the entire district and when available, for the central cities, surrounding territory and the counties. Approximately 75 data series are grouped under the following headings: Population Data, Economic Data, Housing Data, Real Estate and Mortgage Data and Tax Data.)

FEDERAL HOME LOAN BANK ADMINISTRATION

1. Trends in Long-Term Savings of Individuals in Selected Institutions. (This is an annual report of long-term savings.)

2. Estimated Home Mortgage Debt and Lending Activity. (This is an annual report designed to show the approximate level and trend of the national home mortgage debt, by

type of mortgagee.)

3. Trends in the Savings and Loan Field. (This annual report provides, by states, combined statements of condition for all operating savings and loan associations and, in addition, presents an overall analysis of developments in the savings and loan industry.)

TENNESSEE VALLEY AUTHORITY

Various departments in the TVA conduct studies that could be termed social research, but many of these are for internal administrative purposes and often do not result in formal reports. Projects of a more extensive nature are as follows:

1. Rural Electrification Education. Conducted co-operatively with the state extension services. Through the medium of bulletins, demonstrations, and educational meetings farmers and other rural people are assisted in making full and intelligent use of electricity. In this program farm equipment developed by a research staff is demonstrated.

2. Studies of Economic Barriers to Industrial Development. Looking toward effective removal of these barriers. An example is a study

made of the regionalized freight-rate problem.

3. Plant Location Studies. A study of industries that can be efficiently operated in rural areas.

4. Administration of Public Recreation Programs at Community and State Levels. Study of responsibility for public recreation programs and the objectives served by various types and levels of administration.

5. Administrative Agencies Concerned with Natural Resources in the Tennessee Valley Area. A study of administrative agencies concerned with natural resources is being carried on in co-operation with the state universities of Alabama, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee. The University of Georgia may also join in the project.

WAR MANPOWER COMMISSION

REPORTS AND ANALYSIS SERVICE,
LOUIS LEVINE, CHIEF

1. Labor Market Information for USES Counseling-Industry Series.

2. Labor Market Information for USES Counseling-Area Series. This series is issued each month as a rule.

3. Manpower Outlook. This is issued occa-

sionally, at least once every six months.

4. Employment Trends in Programs on the Production Urgency List. This report is issued monthly.

Most of our reports are integrated into monthly periodicals—(a) Manpower Review; (b) The Labor Market; (c) Adequacy of Labor Supply in Important Labor Market Areas.

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NATIONAL HEADQUARTERS SELECTIVE SERVICE SYSTEM DIVISION OF RESEARCH AND STATISTICS

KENNETH H. MCGILL, CHIEF

Two varieties of projects are in process at all times: (a) presentation of data based on individual record and summary type reports from Selective Service Local Boards and State Headquarters, and (b) analytical studies.

A partial list of the above (a) projects in process during 1945 is:

1. Number of registrants in each Selective Service Class by race, age group of dependency status (prepared monthly, by local board, state and for the United States).
2. Monthly report on classification actions taken during the month (for the United States).
3. Medical defects of registrants physically examined and rejected, by race (monthly reports by state and for the United States).
4. A report of delinquents under the Selective Service Program.
5. Selective Service Appeal Board cases, January 1, 1945 to December 31, 1945.
6. Studies of registrants in Selective Service Classes I-A, II-A, B, and C, and IV-F.
7. Sample studies of the military mobilization of manpower and the reemployment of returning veterans.
8. Characteristics of men separated from the armed forces to civil life.
9. Reemployment assistance rendered to returning veterans by Selective Service (prepared

monthly by local board, state and for the United States).

A partial list of the analytical projects now under way includes:

1. Methods Employed in connection with Selective Service Statistics.
2. Occupational Aspects of the Selective Service Program.
3. Dependency Aspects of the Selective Service Program.
4. Medical Aspects of the Selective Service Program.
5. Studies of Special Physical Defects in Relation to Examined Selective Service Registrants.
6. The Relation of Place of Residence and Size of City to Health, as Revealed by Physical Examination Reports on Selective Service Registrants.
7. Sociological Implications of the Statistics of the Selective Service System.
8. The Occupational Characteristics of Men Separated from the Armed Forces to Civil Life.
9. Occupations, industries, and marital-dependency status of registrants physically examined and inducted, by race.
10. Mobilization studies with reference to special groups (age, race, delinquents, conscientious objectors, etc.)

PROJECTS SUBMITTED BY ORGANIZATIONS OTHER THAN FEDERAL AGENCIES

SCRIPPS FOUNDATION FOR RESEARCH
IN POPULATION PROBLEMS, MIAMI
UNIVERSITY, OXFORD, OHIO

1. A study of the social and psychological factors affecting fertility (in co-operation with the Milbank Memorial Fund, and Member of the Committee conducting the Study). Reports on two phases of the Study are scheduled for publication in the Milbank Quarterly during 1945, namely (a) the completeness of coverage, and the accuracy of the information collected in the preliminary city-wide survey of Indianapolis, and (b) the sampling procedure, and the representativeness of the couples included in the intensive study.

2. The preparation of life-marriage-prolificacy tables for white women in the United States utilizing age specific death rates, marriage rates, and birth rates by ordinal number of child, these tables will show the experience of a cohort as it passes through the child bearing ages.

3. A study of the influences of population factors upon labor market problems.

4. A study of the Population of Cincinnati and the Cincinnati Metropolitan District for the City Planning Commission.

5. A study of the population of Dayton and Montgomery County for the City Plan Board, Dayton.

6. The growth of Metropolitan Districts 1930-40.

OFFICE OF PUBLIC OPINION RESEARCH,
PRINCETON UNIVERSITY

1. Continuing study of reaction of American public opinion to the war.

2. Psychological analysis of class and status.

3. Comparison of opinion represented by the press and opinion as revealed in public opinion polls.

4. Construction of an inexpensive, rapid method applicable for use by Congressmen in measuring public opinion in their areas.

5. Role of nationality minority groups in elections from 1936-1944.

NATIONAL OPINION RESEARCH CENTER, UNIVERSITY OF DENVER, COLORADO

The National Opinion Research Center's proposed research projects for 1945-46 did not receive official approval in time to be published in this Census. However, it may be reported that the proposed list contains some twelve projects of considerable methodological significance to the field of public opinion surveying. Three of these which we are at liberty to mention are: An experiment in validity; studies on intensity of opinions; and split ballot studies.

MILBANK MEMORIAL FUND, 40 WALL STREET, NEW YORK, NEW YORK

The Milbank Memorial Fund, with past grants from the Carnegie Corporation of New York, continues to sponsor a co-operative study of social and psychological factors affecting fertility. The work is in the hands of a Committee of ten, under the chairmanship of Lowell J. Reed of the School of Hygiene and Public Health of Johns Hopkins University. The field work in Indianapolis and the coding, both directed by P. K. Whelpton of the Scripps Foundation, have been completed. Two articles based upon the preliminary household survey have been published in the Milbank Memorial Fund *Quarterly*. Machine tabulations and analyses are under way in preparation for additional reports.

A five-year survey of chronic disease and other morbidity occurring in a sample population of Baltimore was conducted jointly by the Milbank Memorial Fund and the U. S. Public Health Service, and the field work has been completed. Analyses of data are in progress and several articles have been published.

Tuberculosis control in Negro families in Harlem, New York City, is being studied by the Milbank Memorial Fund in co-operation with the Community Service Society and the New York City Department of Health. Special attention is given to social, economic and nutrition problems in the tuberculous families.

NATIONAL RECREATION ASSOCIATION, 315 FOURTH AVENUE, NEW YORK 10, NEW YORK

1. **Recreation Year Book.** Information is being gathered from communities throughout the United States with reference to their community recreation facilities, leadership, expenditures, and services in 1944.

2. **Teen Age Centers.** This Association is co-operating in a study of detailed operations of teen age centers in more than 100 communities.

3. **Where Place Recreation?** Steps are being taken to conduct a study of municipal recrea-

tion systems with a view to determining the best methods of organizing and administering community recreation facilities, programs, and services.

4. **County Recreation.** Plans have been approved for making a study of methods of providing recreation programs and services on a county-wide basis.

5. **Long Range Plans.** The Association is conducting studies in a number of cities for the purpose of helping develop long range plans for recreation areas, facilities, and programs.

AMERICAN COUNCIL ON EDUCATION, 744 JACKSON PLACE, WASHINGTON 6, D.C.

1. **Studies on Universal Military Training.** Paul Anderson.

2. **Analysis of the Judgments of College Presidents on Universal Military Training.** J. Harold Goldthorpe.

3. **Studies of Tax Exemptions and Institutions of Higher Education.** J. Harold Goldthorpe.

4. **Historical Study of Conscription in Foreign Countries.** George Fort Milton.

TWENTIETH CENTURY FUND, 330 WEST 42ND STREET, NEW YORK, NEW YORK

1. **Postwar Needs and Resources of the United States.** Special research staff under direction of J. Frederic Dewhurst.

2. **Postwar Financial Problems and Policies.** Contributors: Benjamin M. Anderson, John M. Clark, Howard S. Ellis, Alvin H. Hansen, Sumner H. Slichter and John H. Williams. Editors: Paul T. Homan and Fritz Machlup.

3. **International Cartels and Domestic Monopoly Problems.** Geo. W. Stocking and Myron W. Watkins.

4. **Foreign Economic Relations of the United States.** Norman S. Buchanan.

5. **Postwar Capital Requirements of the United States.**

6. **Trends in Collective Bargaining.** S. T. Williamson and Herbert M. Harris.

7. **Electric Power and Government Policy.** Arthur R. Burns, Research Director, and Walter E. Caine, Associate Director.

THE BROOKINGS INSTITUTION, 722 JACKSON PLACE, N.W., WASHINGTON 6, D.C.

"Relief and Social Security" by Lewis Meriam, and "The Labor Policy of the Federal Government," Harold W. Metz.

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INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE, UNIVERSITY OF NORTH CAROLINA. GORDON W. BLACKWELL, DIRECTOR

The Institute conducts studies and gathers materials in the fields of general regional culture and economy, population, local government, historical backgrounds, socio-economic activities, crime and criminal justice, the Negro, folklore and folk backgrounds, social institutions, social welfare, human geography, and regional, state, and local planning; carries on studies centered in the group-of-counties Sub-regional Laboratory which is an area in which a miniature Piedmont South can be utilized as a living laboratory for social research and planning; conducts studies of the teaching of the social sciences in schools and colleges which, together with special institutes in the social studies, is planned to bring about closer co-ordination between the teaching of the social studies and community life.

There follows a listing of the projects being carried on by staff members of the Institute:

Southern Leadership, Howard W. Odum. An inquiry into the background and trends of southern leadership with a view to a relatively comprehensive analysis of the nature and role of leadership in the southern United States.

Southern Population, Rupert B. Vance, with the collaboration of Nadia Danilevsky. Now in press, this is an analytical study of the southern people as human resources in agriculture, industry, and in the Nation's cultural development.

Inventory of Southern Resources, Gordon W. Blackwell and Howard W. Odum, with assistance of others. A synthesis of the more significant facts concerning the human, natural, institutional, technological, and capital resources of the region, with special emphasis upon research as a regional resource.

College Teaching of the Social Sciences in the South, Gordon W. Blackwell. A co-operative inquiry into the objectives, administration, and teaching of the social sciences in southern colleges and universities.

Southern Statesmen and Spellbinders, Rupert B. Vance. An historical and bibliographical treatment of leading political figures from Ben Tillman to Huey Long in the rise of the common man after Reconstruction.

County Resources and Planning, Paul W. Wager. An attempt to work out a model study of the natural, human, and social resources of a selected county to be used as a basis for planning.

The Way of the South, Howard W. Odum. This volume, now in press, is a biography of the southern regions of the United States fea-

turing the cultural-sociological interpretation and direction of southern culture and economy.

Industrial Development in North Carolina, Harriet L. Herring. Now in press, this study points out the most desirable lines of industrial development for the State and provides basic information necessary for planning new industries.

Travellers in the South, 1900-1944, Rupert B. Vance. An annotated bibliography and an account of what travellers have said about the South.

Mental Hygiene of the Family and Marriage, Ernest R. Groves, with Catherine Groves Peele. This new type of mental hygiene text, now in press, uses the family as the chief source of mental hygiene difficulties, as well as the most advantageous opportunity for the application of mental hygiene principles.

The Regional Balance of Industry, Harriet L. Herring. A unit in the regional study of occupations and industry for a **Symposium and Source Book on Regionalism**.

Source Book on Folk Sociology, Howard W. Odum and Katharine Joche. An attempt to provide adequate source materials for systematic and theoretical generalization on folk sociology as a general sociology basic to the understanding and planning of society.

North Carolina: Economic and Social, S. H. Hobbs, Jr., and Marjorie Bond. An eighth grade text book designed to meet the needs of the new State social studies curriculum.

Technicways in American Civilization, Howard W. Odum and Alice Davis. Continued research in the new field of technicways with attempts to discover, analyze and measure the nature and role of technicways in contemporary society.

Rural Public Housing in the South, Rupert B. Vance and Gordon W. Blackwell, assisted by Howard G. McClain. A study of the rural housing program of FPHA in four southern states, designed to provide data to guide the formulation of policies related to postwar developments in rural housing.

Subsistence Homestead Projects in Alabama, Paul W. Wager. An evaluation of the experimental subsistence homestead projects developed by the Federal Government in Alabama.

Racial Tensions in the South, Howard W. Odum. A continuation of the study of rumors, tensions, and trends in Negro-white relationships in the South, with special reference to interregional aspects.

Understanding Society, Howard W. Odum. An attempt to construct a more dynamic text in sociology featuring basic divisions of nature and resources, culture and folk, civilization and the State, people and individuals, problems and planning, research and methods.

The Present South, 1913-1940, Rupert B. Vance. This is to be Volume X of the *History of the South* to be published by the University of Texas and Louisiana State University.

The Regional Balance of America, Howard W. Odum. A specialized continuation of the study of American regionalism in the attempt to set up a systematic measure and description of the regional quality and balance of America.

Southern Resources and Regional Development, Rupert B. Vance, John E. Ivey, Jr., and Marjorie Bond. An attempt to present at the eighth grade reading level facts concerning the human, natural, and social resources with suggestions for regional development.

Twenty Years of Regional Social Research and Interpretation, Howard W. Odum and Katharine Jocher. Now in press, this presents the story of the Institute for Research in Social Science and of *Social Forces* for the past twenty years.

Administration of Resources in North Carolina, Paul W. Wager. One unit in a larger South-wide study of how natural resources are being administered.

A Source Book and Symposium on Regionalism, Howard W. Odum and Katharine Jocher. A symposium summarizing and analyzing current theory, strategy, and discussions of regionalism, including world regionalism and reconstruction as a larger background for American regionalism.

Resource Education in North Carolina, Gordon W. Blackwell and others. A co-operative project with other agencies designed to promote the translation, distribution, and effective use of educational materials concerning resources and their development.

Audio-Visual Materials in the Social Sciences, Gordon W. Blackwell and others. Experimentation in the wider and more effective use of audio-visual materials in teaching the social sciences.

The Documented South: A Study of Southern Bibliography, Anna Greene Smith. An approximate, comprehensive bibliography of the South in ten major divisions, with emphasis on the period 1900-1944.

Social Planning for the Reduction of Tuberculosis in the Southeast, Virginia Stone. A study of the tuberculosis problem in relation to the effectiveness of available measures such as diagnostic facilities, sanatoria, and rehabilitation in relation to social planning.

A History of Selective Service in North Carolina, Spencer B. King, Jr. A history and analysis of the operation and impact of Selective Service.

A Statistical Analysis of Selective Service Data in North Carolina, Kie Sebastian. An analysis of inductions and rejections under Selective Service in an attempt to ascertain the significance of selected demographic and social factors within a subregional framework.

Recreational Resources of the South, Nancy Jeffries. An analysis of scenic, historical, and other types of resources for the recreation of region.

Honor Graduates of Southern Colleges and Universities, 1939 and 1940, Ruth Lynch Kernodle. An analysis of major fields of study, migration since graduation, and present occupation of students who ranked scholastically in the upper ten per cent of their graduating class.

Leadership Among Women in the South, Margaret Nell Price. An historical and analytical study of leadership, especially as indicated through selected women's organizations.

Religious Leadership in the South Since 1900, Howard G. McClain. An effort to test the importance of historical conditioning on contemporary religious thought and action, to analyze the background and experience of men prominent in southern religion, and to discover the reasons for the influence of selected religious leaders.

CURRENT ITEMS

NOTES ON RESEARCH

EDUCATION AS A FACTOR IN MATE SELECTION*

PAUL H. LANDIS AND KATHERINE H. DAY
State College of Washington

A number of studies have shown that education and intelligence are important factors in mate selection.¹ This study of 330 former students of the State College of Washington who are now married confirms previous findings that women are likely to marry above themselves in education and men to marry below themselves. It also shows that, in spite of this disparity in educational level between spouses, as the education of the youth increases the education of his or her spouse increases and that the more highly educated the young person the more likely he or she is to choose a mate who also has reached a higher than average educational level.

The sample was selected from the entering college class of 1936 and includes not only those who were graduated but those who dropped out at all stages of their college careers. The information was obtained six years after college entrance.

Most of these former students had married within the same general education level as their own. Three-fifths had married a spouse with some college training, and another 10 per cent had married a spouse with some other form of educational training beyond high school (Table 1).

TABLE 1. EDUCATION OF THOSE WHOM YOUTH ENTERING THE STATE COLLEGE OF WASHINGTON IN 1936 MARRIED

Education of spouse	Number	Per cent
Elementary schooling	5	1.5
High school	89	27.0
One to three years of college	111	33.6
Four years of college	70	21.2
Over four years of college	19	5.8
Other schooling beyond high school	36	10.9
	330	100.0

*Scientific Paper No. 638. College of Agriculture and Agricultural Experiment Stations, State College of Washington, Pullman, Washington.

¹ Paul Popenoe, "Mate Selection," *American So-*

Thus a total of 71.5 per cent of the entire sample married in the group with training beyond high school. Only 1.5 per cent married persons with only elementary education; 27 per cent married persons with high school training.

The proportion of young men and young women marrying above and below themselves in education is shown in Figure 1. It will be seen that over a fourth of the young women married above themselves in education, while only 8.3 per cent of young men married above themselves in education. Young women also married young men of equivalent training more often than did young men. Of the young women studied, 22.8 per cent married young men of educational training equivalent to their own, but only 9.1 per cent of young men did so. Slightly more than half of the young women married young men of less education than themselves; whereas 82.6 per cent of the young men married below themselves in education.

Although it is not possible to compare the exact educational qualifications of the sexes in the total population for these age groups in the years studied, sufficient evidence is available to demonstrate that general educational differences of the sexes are not adequate to explain the observed differences in the educations of youth and their mates. In the State of Washington during an eight-year period prior to World War II, more young women than young men continued their educations beyond high school.² During this period 36.7 per cent of high school boys in the State of Washington continued their training beyond high school and 40.7 per cent of the girls did so. On the other hand, a much higher proportion of girls continuing their educations beyond high school took postgraduate work in

ciological Review, 2:735-743, October, 1937; Lewis M. Terman and others, *Psychological Factors in Marital Happiness*, McGraw-Hill Book Company, New York, 1938; William S. Bernard, "Student Attitudes on Marriage and the Family," *American Sociological Review*, 3:354-361, June, 1938; Ray E. Baber, *Marriage and the Family*, McGraw-Hill Book Company, New York, p. 149; D. U. Mather, "The Courtship Ideals of High School Students," *Sociology and Social Research*, 19:169, 1934-35.

² Paul H. Landis, *Six Months After Commencement*, Washington Agricultural Experiment Station Bulletin No. 420, Pullman, September, 1942.

high school, commercial courses, nurses' training, and other work which if followed through to completion requires less time than a college education. Boys entered college more often than girls—29.4 per cent of boys and 24.8 per cent of girls. Clearly then, the general differences in educational attainments of the two sexes in the ages studied are not sufficient to explain the marked difference in mate selection. One must, therefore, conclude that this pattern of assortative mating reflects fundamental patterns of American culture.

ordinarily is to be a companion and homemaker rather than a breadwinner, the man also seeks in her such traits as a pleasant personality, neatness, and domestic abilities in preference to intelligence and education.

Beyond a doubt the tradition of male dominance, still strong in America, has also played a part in establishing this pattern. Few men wish to have their position of authority in the family threatened by the superior educational qualifications of their wives. Popenoe believes the educated man wants a wife who will flatter his ego.⁴

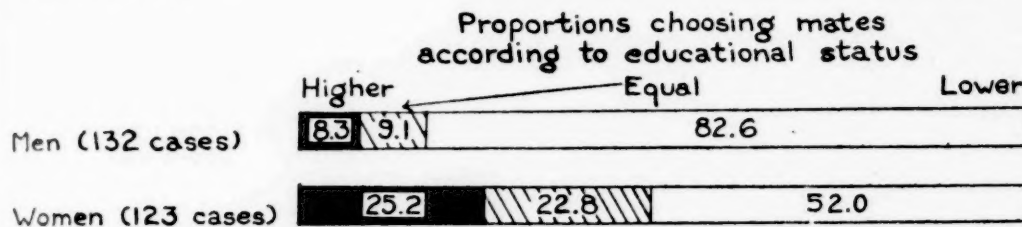


FIGURE 1. Proportions of College Youth Who Married Youth of Higher, Equal, or Lower Educational Status.

The explanation undoubtedly lies primarily in the contrasting roles and social values of the sexes. The male who is traditionally the breadwinner is often desirable to a woman in part because of his ability to offer security and constancy of income. Since education is presumed to have a direct bearing on economic success, a good education has become a trait greatly to be desired in a husband. Moreover, the male has more to do with establishing and maintaining the general social status of the family, which is determined in our society by such factors as income, occupation, and standard of living. The young woman who can associate herself with a person of higher education and training by marriage is bargaining for a higher standard of living than she could expect to have by virtue of her own training and skills.

The man, on the other hand, in facing the problem of mate selection, is likely to consider criteria other than education of prime importance. It has been suggested that men, unlike women, are not particularly attracted by college diplomas or other evidences of intellectual prowess. Attractiveness and feminine charm are rated very highly by the male in our culture where their importance is constantly impressed upon men by pin up girls, cover girls, and other symbols of the cult of beauty.⁵ Since the woman

Women, also reared in this tradition, wish to feel that their husbands actually are superior persons to whom they may look up.

That this pattern of assortative meeting is deeply rooted is suggested by findings of Terman and his colleagues showing that education is a factor in marital happiness.⁶ Women who marry above themselves in education are more likely to be happy in marriage than those who marry below themselves. In other words, the pattern is so well established that acting contrary to it increases the danger of maladjustment in marriage. With men education of the spouse is not important to happiness.

The Contingency Coefficient between the number of years of education of spouses was .34 showing a low but reliable correlation.⁶

The more college training a young person had, the more likely he was to choose a spouse with more than a high school education (Figure 2). Of those who had been graduated or gone beyond four years of college training, almost 90 per cent married others with at least some training beyond high school. Of those who remained in college until their senior year, almost three-fourths married within the college group. As college training decreased, the proportion that

⁴ Paul Popenoe, "Where Are the Marriageable Men?" *Social Forces*, 14:257-262, December, 1935.

⁵ Lewis M. Terman and others, *loc. cit.*, p. 101.

⁶ The probability that this relationship would appear due to chance alone was infinitesimal since P was equal to .0000.

⁷ Various check lists show clearly that young men rate good looks more highly than do young women in mate selection.

chose mates with twelve or fewer years of education increased. Of those with only one year in college 43.2 per cent married youth with no training beyond high school.

The tendency for young women to increase their status by favorable marriages from the edu-

cational standpoint and the tendency for all college youth, and especially those who had completed college, to marry those with greater than average educational attainments suggest the importance of education as a criterion for mate selection.

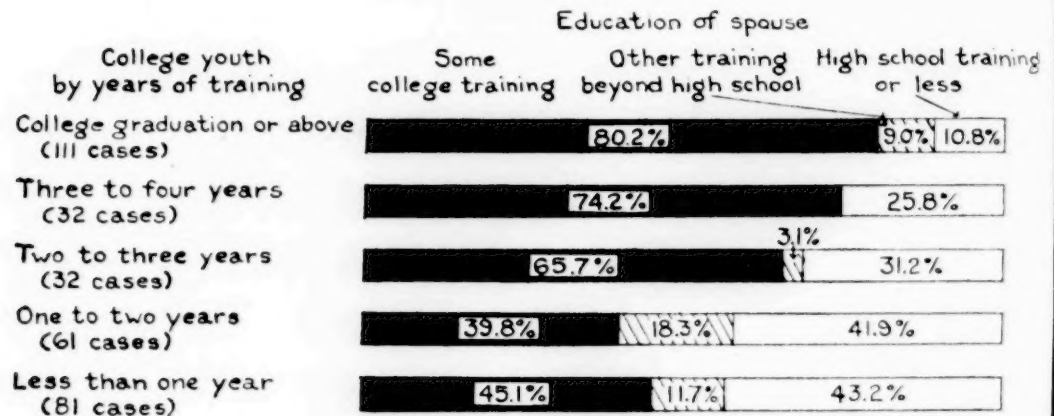


FIGURE 2. Proportion of College Youth Who Chose Mates with Some Training Beyond High School by Years of College Attendance, Based on a Sample of 317 Married Former State College of Washington Students

COMMUNICATIONS AND OPINION

To the Editors:

Myrdal will be pleased to know that someone has taken time out to criticize Appendix 2 of *An American Dilemma* since he regards it as an expression of his basic methodological position. While he cannot be held responsible for anything I write at the present time, I believe that he would subscribe to this restatement of our position as an answer to Gwynne Nettler's criticism in the *American Sociological Review* (December, 1944).

The position maintained is that, for most types of research conducted in the social sciences, a set of values must be employed by a scientist throughout his research to make it meaningful and significant. This position is based partly on the belief that the social scientist is best equipped to give solutions to pressing social problems, and that therefore he is not fulfilling his social role unless he devotes himself partly to such problems. But the position has a "purely scientific" basis also: Most social research does not lead to universal laws of the sort developed in much of physical and biological science.¹ Theoretically, social science could find such laws by analyzing social phenomena down to the most

elementary neurological connections in individual human beings. But as long as social science deals with social phenomena on the level at which it can be observed directly, it cannot find cause and effect laws that apply universally in any culture and that fit into a systematic theory of society. There are some exceptions: where human behavior is compulsive and unthinking, it probably lends itself to statements of invariable relationship. Such behavior would encompass infant development, mental pathology, "crowd" behavior, and perhaps other very limited areas of social study.

If it is granted that social science does not attain universal laws, but rather culturally-limited generalizations, it follows that there can be no "science for science's sake." Every study becomes important or unimportant according to certain criteria which are independent of the science itself. A methodological study is recognized to be important because it develops a tool which can be useful in discovering social facts which could not be otherwise discovered. Every other kind of social study must be important only because the facts it turns up are important. If they are not important for proving or disproving a universal law about human behavior, they can be important only because of their use to society itself. The social science study which is not of some value to society,

¹ Such universal knowledge is usually of practical value to society in the long run, even if it may be of no immediate value.

therefore, is not of any importance. Unfortunately too many social science studies are of no importance: they are simply studies of "interesting" minor aspects of parts of our culture at the moment, even when they lead to generalizations about that culture.

Thus social values lend significance to most types of social science studies. They also provide one criterion of relevance for the selection of facts to be included in the study. As historians know better than do other social scientists, everything is connected with everything else, and there are almost unlimited data which could be considered relevant to any given topic. A set of values helps to decide which data are important just as it helps to decide which topics for research are important. This should not be taken to mean that certain facts ought to be used to buttress a point, and no contrary evidence should be presented. Just the opposite: all evidence—pro and con—must be brought to bear on those points which the set of values indicates to be important.

A definite set of values used in guiding social science research will not diminish objectivity but increase it. It is when values are hidden—and not open to the criticism of the reader—that they are biases. They are biases because the conclusions are made to appear as though they were based on fact alone, whereas they are actually also based on values. In Appendix 2 of *An American Dilemma* there is evidence of how prominent sociologists have hidden values in their research. We were not indulging in arguing *ad hominem*, as Nettler says, but in criticizing some social research for illogicality.

Evidence could also be garnered from the research of other social scientists. Let us pick on the psychologists, for example. Observe how many of them have the hidden value premise that the type of human behavior most important for research is that which man shares with the lower animals. The opposite value premise could be maintained with equal soundness: the type of human behavior most worthy of research is that in which man is unique because of some trait—such as ability to speak—which distinguishes him from the lower animals. Another hidden value premise characteristic of much of the research in psychology is that the conclusions to be striven for should be descriptions of behavior following the administration of fairly simple stimuli. One could maintain a different point of view that conclusions should be descriptions of behavior that are on the same level of complexity as the situation itself. It is evident that there are

hidden value premises in much of current social science. A plea is made that such value premises be brought out into the open.

If value premises now hidden in social science research were brought out into the open, it is believed that some of them would no longer be utilized. What value premises should be utilized? Ideally a whole range of value premises should be used alternatively. But this is seldom feasible for lack of time. Myrdal has proposed a number of criteria for the selection of value premises to be used in carrying out a research project. It is not essential that a social scientist use these criteria, but he may find it convenient to do so.

I have deliberately been using the term "value premises" where Myrdal would prefer to use the term "valuations" because I believe the former term is more current in methodological literature. Myrdal prefers the term "valuations" because evaluative bases of social thinking are used by laymen as well as by social scientists and they are personal products rather than impersonal logical entities. (We are accustomed to think of "value premises" as used only by academic people and as logical entities. "Attitudes" is another relevant term, but we ordinarily forget about the evaluative aspect of attitudes and we tend to think of them as held by individuals rather than by whole groups of people.) The definition of valuation, criticized by Nettler, as people's "ideas of how reality ought to be or ought to have been," is, not perhaps, a graceful choice of words but it will serve wherever we used the term "valuation." If the reader will ignore the clumsiness, he will see that the definition is adequate even in those specific instances where Nettler holds it up for criticism. If one studies the attitudes of Negroes toward whites, to use Nettler's example, one must already have a valuation to have decided that such a subject is worth studying. Furthermore one must have a valuation to decide which of the innumerable attitudes of Negroes toward whites are worth concentrating upon. In other words, one must use people's ideas of what ought to be as one criterion of relevance in determining which of their existing attitudes are important for the problem. You do not have to decide what these attitudes should be, as Nettler seems to think is necessary under Myrdal's theory, unless you wish, experimentally, to imagine what the attitudes would be under different circumstances. If available evidence buttresses this imaginative experimentation, the social scientist has a good deal more knowledge about the causes of the attitudes he is studying, and he may be in a

position to predict how attitudes are likely to change if actual conditions are modified in accord with the valuations.

Similarly, some sociologists are criticized in the *Dilemma* for jumping from the conclusion that a certain course of social action is *difficult* to the conclusion that a certain course of social action is *impossible*. If a course of action is *proved* to be impossible that is all right, but to make the jump described indicates that there is a hidden valuation in the scientist's reasoning.

When it is suggested in the *Dilemma* that "the value premises should be selected by the criterion of relevance and significance to the culture under study" it is *explicitly* indicated that this and other criteria may be used to avoid the extremely difficult task of using several alternative sets of value premises in conducting a study. But a social scientist *may* properly use any set of valuations he pleases. We used the "American Creed" as our set of valuations because we believed (and showed evidence for it) that Southerners *do* accept the American Creed, contrary to what Nettler assumes.

It is true, as Nettler says, that biases may be unconscious. But would it not help the scientist as well as his reader if he would try to make them open and explicit? We believed that we turned up information about Negro-white relations, which had not been in books before, sometimes because we used a set of valuations that led us to look for this information. An example is the "ideas with a purpose" which Southerners develop to rationalize their discriminatory practices when the latter conflict with the American Creed to which Southerners also adhere.

Omissions of relevant facts undoubtedly will occur even in a book as large as the *Dilemma*. But thus far no claim has been put forth that any major series of known facts have been overlooked because they seemed to work against the authors' valuations (actually facts cannot contradict values although they may seem to). We certainly made the greatest effort to present all relevant evidence on the subjects with which we dealt. The use of valuations in the book did not, and logically should not, harm its objectivity.

ARNOLD ROSE

U.S. Army

NEWS AND ANNOUNCEMENTS

The *Library of Congress* released under date of March, 1945. Volume I, Number 1 of *The United States Quarterly Book List*, the first issue of a new government publication. This issue contains a selection from books published during October, November and December, 1944. The purpose of the *Book*

List is to introduce abroad current literary, learned and scientific works published in the United States. Certain specified types of publication are excluded. The *Book List* aims to be highly selective within the areas of fine arts, biography, philosophy, the social sciences, the biological sciences, the physical sciences, technology and reference works. The copyright deposit record and lists of government publications are the basic sources. A large corps of readers and staff annotators will be developed. The annotation aims to be primarily descriptive of the subject matter and method of treatment. A brief biographical note on each author places him in his field.

An *American Sociometric Association* has been founded and its first officers were elected by means of a sociometric poll. Officers of the Association are: President, J. L. Moreno; Secretary, Helen H. Jennings; Treasurer, George A. Lundberg; Counselors, Gardner Murphy, Ronald Lippitt and Zerk Toeman. The Association has at this time 100 charter members, and 175 new applicants for membership. The aim of the Association is to provide a meeting point for the various social science associations as a center in which their mutual research interests can be promoted. Its charter membership consists of a cross-section of sociologists, psychiatrists, psychologists, anthropologists, social workers, and so forth. Annual membership fee is \$5.00, including subscription to the journal *Sociometry*. Communications and applications for membership may be addressed to: American Sociometric Association, Room 327, 101 Park Avenue, New York 17, N.Y.

City College of New York. Mr. Harry M. Shulman, Lecturer in the Department of Sociology, has been appointed Director of Community Service of the City College to conduct a demonstration in the training and supervision of student leadership in community welfare activities, in cooperation with local community coordinating groups. Dr. Adolph S. Tomars of the Department of Sociology has been promoted from Instructor to Assistant Professor of Sociology, as of March 1, 1945.

District of Columbia Sociological Society. The final meeting of the Society for the academic year 1944-45 was held on May 20, 1945 in Washington. Mr. John A. Davis of the Committee on Fair Employment Practice spoke on "Management and Union Techniques for Achieving the Integration of Negro Workers in Industry." A business session devoted to the election of officers followed the address.

Michigan Sociological Society. At its spring meeting in Ann Arbor on Saturday, April 28, the program for the society's three sessions included the following papers: Norman Daymond Humphrey, Wayne University, "Cultural Tensions in Mexico"; Alfred McClung Lee, Wayne Univer-

sity, "Levels of Culture as Levels of Social Generalization"; Charles R. Hoffer, Michigan State College, "Social Planning in Wartime"; Robert Cooley Angell, University of Michigan, "A Sociologist at War"; Fritz Redl, Wayne University, "Group Therapy with Delinquents"; Rupert C. Koeninger, Central Michigan College of Education, "Prisoners' Attitudes toward Teachers"; J. F. Thaden, Michigan State College, "Social Aspects of School District Reorganization"; James Stermer, Willow Run Project, "Trends toward Centralization in Education and Government." Henry J. Ryskamp, Calvin College, President of the Society, presided at the meetings.

Temple University. Claude C. Bowman relinquished his administrative position as Dean of Students on June 30. He has resumed duties as a full-time member of the Sociology Department.

Richard H. Williams, associate professor of sociology and anthropology at the *University of Buffalo*, has gone to the European theater on a research assignment for the War Department, returning to this country in the late fall. He holds the assimilated rank of field grade officer.

The *University of California* has initiated a new series entitled *Publications in Culture and Society* which will carry articles and monographic works in the general field marginal to anthropology, psychology and sociology. The first volume will be devoted to Japanese-Americans and the second to problems of acculturation. Volume I, Number 1, "Marriages of Japanese in Los Angeles County" by Leonard Bloom, *et al.*, has recently been published. The board of editors for the series is Ralph L. Beals (anthropology), Leonard Bloom (sociology), and Franklin Fearing (psychology). All are members of the Los Angeles Campus of the University of California.

Carroll D. Clark, a Major on duty with the Army Air Forces since 1942, has been released from his Army duties and has resumed his position as Chairman of the Department of Sociology at the *University of Kansas*.

University of Nebraska. Dr. Samuel M. Strong has been appointed Associate Professor of Sociology to replace Dr. Hattie Plum Williams who retired after thirty years in the Department. Doctor Strong was formerly with the Department of Sociology at Macalester College, St. Paul, where he functioned as Chairman. Dr. James M. Reinhardt, Professor of Sociology, has recently been appointed by the Governor to serve on the Advisory Council of the Placement and Unemployment Insurance Division of the Department of Labor.

University of North Carolina. Dr. Arthur E. Fink has been appointed Director of the Division of Public Welfare and Social Work, the University's training school for social workers. Dr. Roy M. Brown, who has been director of the Division for the last eight years, has reached the age of

retirement and wishes to do special work on a more limited basis.

University of Wisconsin. Pre-professional and professional graduate courses in Social Work will be offered in 1945-46, with a staff of four instructors, Arthur P. Miles in charge. Owing to the expansion of this program, the name of the Department of Sociology and Anthropology will be changed to the Department of Sociology, Anthropology and Social Work. Bernice E. Orchard, formerly connected with the Indiana State Defense Council and the Indiana State Department of Public Welfare, will join the staff on August 1, 1945 as Assistant Professor of Social Work, along with Miss Ruth Gaunt, recently on the staff of the Wisconsin State Department of Public Welfare, Division of Child Welfare, who has been appointed Assistant Professor of Social Work.

A curriculum in Prison Administration is being developed in cooperation with the Federal Bureau of Prisons. Carl E. Johnson, Deputy Warden of the Wisconsin State Prison at Waupun, has been appointed Associate Professor of Criminology, and will begin his duties in the summer of 1945, giving half time to teaching on the campus and half to in-service training of prison personnel in the state.

Howard P. Becker expects to return in the fall from his assignment with the Office of Strategic Services in Europe where he has been on a year's leave. Leland C. DeVinney is back from overseas and is stationed in Washington, D.C. as Chief of the Research Branch in the Army Morale Division with the rank of Major. W. W. Howells is continuing to serve as a Lieutenant in the Navy with headquarters in Washington, D.C. Svend Riemer of Cornell University will join the staff of the Department of Sociology and Anthropology as a Lecturer in 1945-46. In Extension, Steve C. Govin has been promoted from Instructor to Assistant Professor, and Samuel J. Kaufman has been named Instructor, in Correctional Sociology. Jane I. Newell has been advanced from Instructor to Assistant Professor of Sociology, Extension Division.

Dr. Collerohe Krassovsky from the faculty of the Social Science Department, *Wayne University*, has been appointed Director of the Workshop in Intercultural and Intergroup Relations, during the Summer Session at the State Teachers College, Milwaukee, Wisconsin.

Word has recently reached the Secretary's Office of the death of *Dr. A. Peskind* of East Cleveland, Ohio, a member of the American Sociological Society since 1913; and of *Dr. Alfred Bettman* of Cincinnati, a member since 1916.

The death of *Lyonel C. Florant* in January of this year deprived American sociology of one of its most promising younger scholars in the fields of population and public opinion research. At the time of his death he was Senior Statistician in the Research Branch, Information and Education Division, Army Service Forces, War Department.

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The Aztec and Maya Papermakers. By VICTOR WOLFGANG VON HAGEN. With an Introduction by Dard Hunter. New York: J. J. Augustin, 1944. Pp. 120. \$6.00.

The author details the knowledge of Aztec and Maya papermaking from earliest Spanish days to the present, and describes the method of preparing the inner bark of the fig tree, of

the mulberry tree family, for the making of paper. He corrects the misapprehension, which has long been prevalent in the literature, to the effect that Mexican paper was made from the agave plant.

There are thirty-nine splendid plates. The format is admirable and the volume will be highly appreciated both by book-collectors and

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by scholars. The story is interestingly told by one who has devoted years to this special study and has rendered a considerable service to the cause of culture history.

WILSON D. WALLIS

University of Minnesota

When Johnny Comes Marching Home. By DIXON WECTER. Boston: Houghton Mifflin Co., 1944. Pp. x + 588. \$3.00.

As the war advances to its close, we are certain to have many books dealing with the problems of our veterans. The present volume has an historical orientation and is a welcome supplement to those books, such as Waller's and Pratt's, which deal with the veteran largely in terms of sociology and psychology.

Wecter's volume is divided into four parts: the first deals with the reactions of our Continentals after the Revolution; the second, with the Union and Confederate veterans; the third, with the ex-doughboys of the first World War; and the fourth, with emerging problems and plans for those who will return from the present struggle. While the author gives much interesting detail as to post-war attitude and conduct of civilian and veteran in each of these periods, for the sociologist it is his presentation of the more or less repetitive events which is most valuable. An understanding of such data may help provide a platform from which to project a more adequate program for dealing with the present generation of veterans.

The reabsorption of the veteran into peacetime life obviously involves difficulties for him and for those who have never been in uniform. The recurrent patterns of reaction may be put into two time categories: the more immediate interactions, and those concerned with long-range readjustments. The first among the former is the emotional honeymoon of soldier and civilian when the shooting stops. There is much release of tension in public hero-worship, parading, and giving of thanks, flanked by a good deal of orgiastic conduct which provides more personal satisfactions in wine, women, and song. But it is often not long before strains and stresses begin to reappear. Some of the veterans may be looked upon as a bit queer or as too demanding. They, in turn, may be exploited by individuals with an eye to the main chance. In the past this has ranged all the way from purchasing, at a cheap price, various legal paper—bonus vouchers, land certificates, etc.—to selling get-rich-quick schemes to veterans with money in their pockets.

So, too, post-war inflationary prices often astound the veterans who must now seek housing, buy groceries, and reestablish themselves in job or business after months or years of living under what is essentially a vast form of military socialism. The returning GI will not find a PX just around the corner where he may buy cigarettes for six cents a packet or get soap practically for the asking.

On the more personal side, those on the home front may not be able to readjust to the attitudes and values of the young men and women who went away to return from a world that civilians, in this country at least, have never experienced. Such difficulties are reflected in family and community readjustments, especially. Yet, Wecter indicates that there is much popular superstition—judged by American history at least—regarding increases in crime and moral laxity following our wars. While there is always some increase in deviant conduct during and just after a war, there is little evidence to support the thesis that military personnel have somehow been conditioned to criminal and vicious conduct by their combat experience.

The main problem of all veterans, however, is that of getting a job. This has been a recurrent source of trouble and is likely to be so again. The disturbance of shifting from war to peace economy is pretty certain to be complicated by incipient, if not open, competition between veterans and other workers for jobs. In fact, it is around this basic economic difficulty that many of the long-range readjustments center.

As a means of getting what they feel to be their just dues, veterans are easily organized, not merely to relive their wartime memories, but to secure substantial benefits, be they bonuses, free land, assurance of jobs, or what not. Moreover, when such advantages are not soon forthcoming these organizations often become more extreme in their demands. This, in turn, may give a foundation for radical movements, to Left or Right, as circumstances and leadership dictate. In our own history this has taken various forms, from opposition to what were thought unjust legalized loss of property, as in Shay's Rebellion, to bonus marches and the displacement of aggression upon minority groups, as in the case of Ku Klux Klans I and II.

While economic security is a central problem, there are others. Post-war disillusionment may lead to a re-birth of pacifism and a trend toward nationalistic isolation. Wecter touches on this

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topic with regard to the global wars with which this country has been twice concerned within one generation. Just what we may expect either as to extreme pacifistic or other radicalism in the face of possible economic and political debacle, the author does not state, but he has ably indicated the setting for such difficulties.

As a whole this volume impresses one as a sound treatment. In addition to giving a descriptive analysis of certain repetitive reactions, it also serves as an antidote to those like Waller's which tend to emphasize the more divergent cases of veteran readjustment. Judging by the historical record, most of our returning military personnel should rather soon find their way back to civil life without too much trouble to themselves or others.

The author has an easy style into which he has woven much detail from human documents—letters, diaries, and the like—produced by men who have gone through the wars. While the work is essentially historical, the author makes some shrewd psychological observations. But some of his comments are marred by such expressions as "innate friendliness of Americans" (p. 284), "instinct in the blood" (p. 322), "herd instinct" (p. 366) and "herd mind" (p. 437) or the statement that Woodrow Wilson was "by instinct a pacifist" (p. 473) and certain poetic license that "the mating urge . . . [is] keenest in the imminent shadow of death" (p. 330). Such literary slips of the pen, however, should not seriously detract from the worthiness of Wecter's discussion. Especially those who imagine that the contemporary problems of the veteran are unique will do well to read and ponder this book.

KIMBALL YOUNG

Queens College

Capitalism and Slavery. By ERIC WILLIAMS. Chapel Hill: University of North Carolina Press, 1944. 294 pp. \$3.00.

This book, by a West Indian now a member of the Howard University faculty in Washington, D.C., is based upon extensive research in England, Cuba, and the United States, over a period of years. The investigation is primarily one into British colonial history, particularly as related to the West Indies and Negro slavery. In the author's words, "it is strictly an economic study of the role of Negro slavery and the slave trade in providing the capital which financed the Industrial Revolution in England and of mature industrial capitalism in destroying the slave system. . . . It is not

a study of the institution of slavery, but of the contribution of slavery to the development of British capitalism."

Although not textually so arranged, the book really separates logically into two main parts. The first deals with the rapid development of the sugar plantation and Negro slavery. According to one authority cited, "the pleasure, glory and grandeur of England," was "advanced more by sugar than by any other commodity, wool not excepted." Truly it brought the "wealth of the Indies" to the Mother Country and undoubtedly formed a substantial part of the store of capital in English banks which sought investment in the factories and related enterprises of the beginning years of the Industrial Revolution. A triangular trade developed, in which England supplied the exports and the ships; Africa the slaves; and the plantations the colonial raw materials. At first, all of this thrived under the mercantilistic policy which made colonial trade a rigid monopoly of the home country.

But as the Industrial Revolution made progress, mercantilism became outmoded. Protection gave way to laissez faire and free trade. The capitalists wanted lower wages, and these meant necessarily lower costs of food than high protective duties made possible. Humanitarian motives came to the fore under the leadership of such men as Clarkson, Stephen, Ramsay, and Wilberforce. The slave trade was abolished in 1807, slavery in 1833, and the sugar preference went in 1846 with the abolition of the famous corn laws. With the equalization of sugar duties, "the British West Indian colonies were thereafter forgotten until the Panama Canal reminded the world of their existence and revolts of their underpaid free workes made them front-page news."

The author's treatment is carefully and well done in scholarly fashion, but some evidence of bias is present. There is an old saying that "it is an ill wind which bloweth no one good." In the opinion of the reviewer slavery was, is, and forever will be eternally wrong. The fact that the mores of earlier times sanctioned it as an institution is a mollifying factor, but it does not erase the damage that was done. To make slavery almost the indispensable foundation stone to the establishment of modern capitalism would appear to be an exaggeration of the effort at sublimation of the role of the slave. That slavery was wrong, and that the sins of the fathers are visited upon the sons to the remote generations is altogether too evident at the present time in

the poverty and degradation existing in the West Indies and almost every other area where the institution once flourished. In the opinion of the reviewer, the civilization of every one of these areas would today be much more healthful if there had never been a slave in them, and the pace at which the Industrial Revolution proceeded would have been slackened little, if at all.

WILSON GEE

University of Virginia

Pennsylvania Penology—1944. A Report on Penal and Correctional Institutions and Correctional Policy in the State of Pennsylvania. By HARRY ELMER BARNES, et al. State College: The Pennsylvania Municipal Publications Service, 1944. 107 pp.

The Report on *Pennsylvania Penology 1944* is a valuable addition to a series of notable contributions that Dr. Barnes has made to our knowledge of penal affairs in Pennsylvania. Following a discussion of important historical developments in penology in that state, this Report gets down to a critical analysis of the present state of affairs regarding Pennsylvania's four state penitentiaries and three industrial schools. The findings can here only briefly be indicated.

Any discussion of the prison system in Pennsylvania naturally begins with the historic Eastern Penitentiary on "Cherry Hill" in Philadelphia, opened in 1829. The inadequacies of this ancient institution for any modern program in penology are so gross that the Report advocates its complete abandonment at the earliest possible time. It suggests that the present population of more than a thousand men, nearly all serious offenders, be removed to the newer branch prison at Graterford; and that there then be built a new minimum security farm prison to serve the eastern part of the state for the less serious criminals. If this were done Graterford would become chiefly an industrial prison for the more hardened offenders; while the proposed new structure would be located in a region more suitable to extensive agricultural development. "Cherry Hill," says the Report, could then be given over for use as a penological museum! It is significant, and hopeful, that the main criticisms of these two institutions bear little upon the managing personnel, which seems to be reasonably enlightened. Aside from the folly of the "million dollar wall" around Graterford, and the archaic character of the Eastern Penitentiary, the most serious adverse judgment regarding them both refers to their inadequate

facilities for classification and clinical study of inmates.

Turning to the penitentiaries in the western part of the state, an equally careful analysis is made of the situation at the Western Penitentiary at Wood's Run near Pittsburgh, and at Rockview. The unwholesome location of the former leads the Report to advocate, along with Warden Ashe, that the present institution be abandoned, and a new one constructed in the open country nearby. High praise is given to the operation of the clinical and classification systems at Western Penitentiary. Rockview is a sort of honor prison for the more promising inmates transferred from Western Penitentiary. This gives all the more logic to the criticism of the lack of adequate classification and clinical facilities in the former institution.

The Report concludes with a somewhat favorable appraisal of the three industrial schools of the state; with a sharply critical survey of its sentencing and parole system; and with a plea for an independent Corrections Department, separate from the State Department of Welfare. There is, furthermore, much enlightened discussion of the needs of the state with respect to prison labor and the extension of classification clinics to all penal institutions. These are familiar fields to penologists and criminologists; but it is enlightening to have them discussed against the background of the notable leadership in penal affairs which Pennsylvania gave to the world a century and a half ago.

ARTHUR EVANS WOODS

University of Michigan

Employee Counseling. By NATHANIEL CANTOR. New York: McGraw-Hill Book Company, 1945. 167 pp. \$2.00.

The basic problems in industrial psychology are those of human relations in the factory. "Employees want to feel that they are needed, that they count and that they have a voice in what they are doing and in what happens to them." The traditional functions of the personnel department have little in common with the new industrial psychology. The job of the "employee consultant" is that of interviewing employees. It is not to be confused with that of the "personnel counselor," whose duties are routine matters.

One of Mr. Cantor's chief contributions is his clearcut definition of the role of the employee consultant—that of helping the employee *help himself*. The employee consultant must fully understand the dynamics of adjustment: the concept of normality and the significance of the

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repression versus self-expression dualism. He must be genuinely self-disciplined and, thereby, "willing to let others think, feel and act in ways relatively different from [his] own." He must have an outgoing warmth, flexibility, a sense of inner security and confidence, and ability to listen attentively.

The counseling program is, strictly speaking, a part of neither staff group nor line organization—it must be integrated with management, union and supervision. The relation of the supervisor of consultants to the consultants is similar to that of the consultant to the employees. The program is best "sold" to the employees through the employee consultants themselves. The foreman must be made to see that it is no threat to his authority; unions and management are to find in it a device for closer cooperation. The quality of a company's counseling program is rapidly becoming a recognized measure of its progressiveness.

The interview materials used to bring out the techniques of the consultant in action are the best the reviewer has seen. The concept of the will-guilt conflict, perhaps a trifle difficult for the lay reader to understand, is a basic and stimulating part of Mr. Cantor's psychology of adjustment. He shares with other industrial psychologists the conviction that "... people at work not only want to receive a pay check but wish to express themselves as social beings. . . ."

E. WILLIAM NOLAND

Cornell University

Country Planning: A Study of Rural Problems.

By the staff of The Agricultural Economics Research Institute of Oxford University. London. Oxford University Press, 1944, 288 pp. \$2.50.

This volume is devoted to a description of rural life problems in England and the ways in which it can be improved or "reconstructed"—to use a term which appears frequently in its pages. "The purposes of country planning," say the authors, "as they emerge from this Survey are two-fold: to secure the greater efficiency of agriculture and land utilization; to provide conditions of living and opportunities in life for the countryman as good as those available to other sections of the community." (p. 270)

The problems of country planning as the authors see them are these: "how can rural industrial life be reorganized—and farming in particular—so that it may give better returns both in goods and in services, while providing more

opportunity and a higher standard of living to those engaged in it? How can living conditions in the country be improved . . . so as to bring standards of comfort in rural areas more into conformity with those of the towns? . . . How can the handicap which the small scale of so many village communities imposes upon the organization of churches, upon education, on all welfare services and the help, spiritual, moral, and material, which the nation sets out to provide for the countryman and his family, be removed? Lastly, given satisfactory answers to these questions, can anything be done to preserve the amenities of the country-side and the beauty of the rural scene, so that the destruction and the desecration arising from want of thought, from lack of taste, or from the pursuit of profit, which were spreading through the country on an ever-increasing scale in the years before the war, may be brought under control?" (pp. 7-8)

These quotations give something of the purpose and tone of the volume. The method employed was to select a sample survey area of about 24 square miles which was called an "experimental plot," and to study the area in great detail. Farm layouts were mapped, and "reconstruction" plans proposed. Rural industries were inventoried and described, as was housing, and improvements suggested. Educational health, religious, welfare and governmental services were all critically examined, the problems laid bare, and remedies suggested. In short, the volume might have appropriately been given the title of *Country Re-Planning*, for it is in fact a design for reconstructing English rural life. American students of rural life will be richly repaid for a careful reading of it.

LOWRY NELSON

University of Minnesota

Democracy in America. By ALEXIS DE TOCQUEVILLE. Edited by Phillips Bradley, with a foreword by Harold J. Laski. New York: Alfred A. Knopf, 1945. 434 + 401 pp. \$6.00.

A book like the present study which was written for the general public more than a century ago, which has been printed scores of times and in at least ten different languages, and which has been discussed by prominent critics of several generations in many dozens of books and articles, might seem at first glance to call for little further description from reviewers. Yet it is a truism that the greatest writings, like the highest ability, are frequently unrecognized or not appreciated correctly; and something of the

sort has undoubtedly been the fate of de Tocqueville's *Democracy in America*. Not that the work failed from the very start to elicit enthusiasm and the highest praise. But time has not secured for the most enlightening of all the writers on American democracy more than a small fraction of the readers he merited in a democratic age; and few if any of his critics have thoroughly understood and emphasized what is perhaps the most valuable part of his contribution.

De Tocqueville wrote primarily to instruct his fellow Frenchmen in the methods and the effects of democracy in the United States, in order that they might be equipped to avoid the pitfalls of a levelling age. What he produced was something much grander and more enduring than his immediate purpose might seem to have required. *Democracy in America* is not merely an amazingly clever analysis of American society, addressed to the world, and laying bare many of the secrets of modern liberty and progress; what is most astounding about it, is the fact that it is also a philosophy of history, written before even historical method had reached its full development, and surpassing in the grasp of historical principles it displays, anything of the kind that has been achieved since. De Tocqueville's volumes were first published in the years 1835 and 1840. Nothing in their subsequent history is clearer today than that the people who might have profited from their warnings have largely ignored them and that the thinkers who should have amended and developed their philosophy of history have signally failed to do so.

The present edition bears witness to the truth of these contentions. Neither in Mr. Laski's preface nor in Mr. Bradley's introduction is there to be found any clear and adequate appreciation either of the extent to which we may have preserved democratic freedom since de Tocqueville's day, or of the success that we may have achieved in exploiting his revolutionary discoveries in the field of historical principles. Otherwise the publication has some distinguishing values. A new edition of *Democracy in America* is doubly welcome at the present time, because the work has long been out of print in this country and its salutary influence is needed to help combat current threats of despotism and anarchy throughout the world. The Bradley text is based on the 1862 Francis Bowen retranslation of the Henry Reeve translation, and contains emendations and restorations in accordance with the fourteenth French edition. Why

a complete translation, which would be highly desirable, was not forthcoming, is not made quite clear. There are three appendices containing useful information about the history of the *Democracy*: a note on the various translations into English; a list of most of the editions in various languages; and a bibliography of books and articles.

DONALD J. PIERCE

University of Toronto

The Sociology of the Family. By M. C. ELMER. Boston: Ginn and Company, 1945. 518 pp. \$3.75.

This book is just what it purports to be—a sociological treatise of the family as a major social institution. As R. M. MacIver points out in the preface, there are two general approaches to the study of the family, the "associational" and the "institutional." Elmer follows the latter course. Instead of emphasizing the social psychology of the family, with the interacting personalities of its members, he has chosen to analyze the family as a vital part of the social order and as an extremely important agent of social control. The book, as the reviewer soon discovered upon comparison, is not a revision of the earlier "Family Adjustment and Social Change" (1932), but a new work, larger and much more comprehensive than the former.

The book is divided into six parts: I. The Sociological Setting of the Family (its social significance, organization, and psychic functions); II. Social Control of the Family (control methods, illustrated by family organization and social control in various cultures widely separated in time and space; marriage and family laws, religion, and eugenics); III. Population and the Family (factors in population change, marriage, divorce, and intermarriage); IV. Social Change and the Family (social, economic, emotional and attitudinal changes; family mobility and migration); V. Social Adjustment of the Family (involving standards of living, crises, divorce, foster homes, illegitimacy, the aged); VI. The Socializing Process (the home's contribution to education, development of personality, socialization of the child, and cooperation of the home with other social agencies).

Most of the chapters have a summary at the end, averaging perhaps a half-page in length. Also, most chapters have from four to six "suggestions for further study," some of which are good but others show some lack in imagination. However, this is a common fault, and the author

is in good company on this point. Each chapter has a fairly extensive bibliography that should be very helpful for reference work. There are a good many statistical tables, but not too many. Unfortunately, the figures in some of the tables are rather small for easy reading.

In addition to covering with clarity the topics usually included in a book in this field, there are several unusual topics that deserve mention. There is an entire chapter on intermarriage, a process which must receive an increasing amount of attention in a shrinking world that is squeezing together peoples of unlike race, nationality, and religion. There is also a separate chapter (though too short) on old age. This subject has been too much neglected, and it is gratifying to find it given even the twelve pages it receives here. Another chapter on the role of religion in the family is of special merit. Religion is shown as one of the most forceful controls in society, and the attitude of the family toward religious training—whatever the particular form—is socially significant. The two chapters on family mobility and migration (involving also a discussion of housing needs) make another contribution in an area too much neglected by most texts.

In all, the book makes a distinct contribution to the field. It makes no effort to provide all the personal counseling which some students want, for such material is available in other books on the reference shelf, and by omitting it here the author has made room for further sociological interpretation without making his book too large. It is a good book, full of sound sociology.

RAY E. BABER

Pomona College

The Jew in Our Day. By WALDO DAVID FRANK. New York: Duell, Sloan, and Pearce, 1944. 207 pp. \$2.50.

This volume is a collection of essays published over a period of years in various popular journals. The author considers the book to have unity only insofar as the essays reflect his observations on the growing crisis of the Jew. To the sociologist, they will represent a congeries of speculations and philosophizings of a Jewish intellectual and publicist who has veered from a state of marginality to a strong identification with "Jewish ideals." According to the author, "the Jew, whether or not he wills it or likes it or knows it, is born with a collective responsibility of millennial Israel within him." The only possible program left for the Jew is for Israel to "reforge in modern terms its relations with the

eternal, in order to continue to exist in time." He sees in the Jew a universalism combined with a role of mission. The Jew at all times should be ready to face persecution and even individual death so that he may serve mankind with the prophetic qualities of life. He must avoid any association with the destructive elements of our society and contribute to greater democracy by adhering to his distinguishable Jewishness.

Interspersed with keen insights are many gross contradictions and meaningless generalizations. It is indeed difficult to imagine how the writer reconciles his main thesis of Jewish prophetic mission with such statements as: "As a collective group at its best, there is nothing in Jewish history to match the pure intellectual power of the ancient Greeks and Hindus. So much for sheer brains. When it comes to artistic talents, the Mexicans, the Negroes, the Welsh and the Russians, in my judgment, are more generally gifted. In civic and social virtues, all the British and Scandinavian peoples, the Dutch, and such small Latin-American nations as Costa Rica and Uruguay have the Jews greatly outclassed." The author himself may be astonished to discover the extent to which he depreciates the cultural achievements of the Jewish people in order to argue a point of view which might otherwise be interpreted as an overglorification of his own people.

SAMUEL M. STRONG

University of Nebraska

Freudianism and the Literary Mind. By FREDERICK J. HOFFMAN. Baton Rouge: University of Louisiana Press, 1945. 346 pp. \$4.00.

In 1909 Freud responded to an invitation from Clark University, on the occasion of the 25th anniversary of its founding, to deliver a series of lectures on the "new psychology." Since that time, though not immediately thereafter, psychoanalysis swept certain social areas of this country, so that during the '20s it became one of the popular controversies as well as one of the indulgences of the emancipated. The fact that this intoxicating product was purveyed in the "intellectual speakeasies" of Greenwich Village did not favor a sympathetic estimate of its significance by many serious students. This glamorous period has, however, now elapsed and the author of this monograph assumes that the episode can now be calmly and seriously assessed for its nature and influence.

Because of certain prevalent misinterpretations of the Freudian system the author pre-

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sents an abstract, concise rather than exhaustive, of the system which should be a valuable refresher to all excepting the best informed student of psychoanalysis. The principal sections of the book, however, treat the general problem of Freud's influence on the literary forms of the '20s and '30s which in turn are more intensely treated in the "case studies" of such literary men as James Joyce, Thomas Mann, and Sherwood Anderson.

To the sociologist the interest in this profusely documented work lies in the collection of concrete data illustrating, and leading to generalizations on, the mechanics of the ideological influence on a literary work. In speaking of the influence of Freudianism, it is shown how this concept takes on different meanings in every case. For influence is never uniform and total, but always variable and fragmentary; it is not unilateral, but reciprocal; it is not autonomous and intrinsic, but absorbs the flavor of the social setting. It may be negative as in the case of D. H. Lawrence, or positive and direct as in the case of the more restrained Thomas Mann (*Magic Mountain*), and take extreme forms, embarrassing to serious Freudians, as in Surrealism, or in the "stream of unconsciousness" of Gertrude Stein and James Joyce (*Finnegan's Wake*).

This study is quite objective. The author's acceptance of Freudian theories is not evident and certainly does not obtrude to offend the neutral reader. Anyone who penetrates this compact, detailed, and therefore not too exhilarating study will probably repent of some of the lightly tossed aspersions which at some time or other he has undoubtedly made on the subject. It may be doubted that the influence of Freud was as pervasive as the author sometimes implies, but that it was an interesting epoch and provocatively portrayed by this author cannot be questioned.

JOHN H. MUELLER

Indiana University

Cooperative Living in Palestine. By HENRIK F. INFELD. New York: The Dryden Press, 1944. 192 pp. \$3.00.

The depression years in the United States and the subsequent war have kept from public attention one of the most absorbing of human experiments unfolding in Palestine for several decades in the form of the agricultural cooperative or *Kvutza* which Infeld so ably analyzes in the volume under review. Using Von Wiese's and Becker's "frame of reference for the systematics

of action patterns" as a methodological guide, he sets out to study the processes of interpersonal relations in the *Kvutza*. He finds that cooperative undertakings consist both of "segmental" (partial) and "comprehensive" (all-inclusive) cooperation. By segmental is meant that members associate to satisfy like interests, such as found in consumers', producers', marketing, and processing cooperatives. Comprehensive cooperation, on the other hand, is based upon common interests and excludes economic competition among members of the same group. In segmental cooperation, there may be competition in certain lines of activity. The Palestinian *Kvutza* represents a form of comprehensive cooperative perhaps well synthesized in the statement: "It seems natural to work according to one's capacity and to take no more from the group than one really needs."

This volume consists of eleven chapters. It deals with the origin of the *Kvutza* and its development. Of especial sociological interest are the chapters on "Social Control," "The Way of Life," "The Remodeled Family," and "Education." The author exhibits considerable insight in his chapters on "Conflicts and Dilemmas" and "Associative and Dissociative Aspects." The careful research, the clear analysis, and concise presentation make this volume a valuable contribution to the sociological study of the process of cooperation.

SAMUEL M. STRONG

University of Nebraska

Social-Economic Movements. By HARRY W. LAIDLER. New York: Thomas Y. Crowell Company, 1944. 828 pp. \$3.75.

The sub title of this book gives a better idea of its nature than the title. The former reads as follows: *An Historical and Comparative Survey of Socialism, Communism, Co-operation, Utopianism; and Other Systems of Reform and Reconstruction.* Most of the history is European but other countries are included in the survey. It is designed to give students some acquaintance with the theories, programs and goals of the various movements which reject the existing order and advocate some kind of new economic system to replace the capitalistic system in whole or in part. Laidler is not interested in defining a social movement nor in an analysis of these movements in terms of a larger theoretical, abstract framework of social movements in general, such as Jerome Davis sought to do in his *Contemporary Social Movements* of some fifteen years ago. In other words

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the treatise is historical rather than sociological.

The book is divided into eight parts, the titles of which further indicate its scope. The titles of the several parts, together with the number of pages, in round numbers, devoted to each are as follows: Part I, Utopianism and Its Precursors, 120 pages; Part II, Marxism, 50 pages; Part III, Other Schools of Thought (1880-1914), 170 pages; Part IV, Communism, 130 pages; Part V, Socialist Movements in Various Lands, 150 pages; Part VI, Recent Socialist Thought, 55 pages; Part VII, Consumer Co-operation and Miscellaneous Movements, 65 pages; Part VIII, Contributions of Various Social and Economic Movements, 5 pages. A Bibliography of 53 pages, by chapters, completes the volume. It is apparent that only those economic and social movements which fall roughly within the socialist tradition or are related to it are included.

Some further details from the subdivisions of the book will make the picture clearer. In Part I we find the conventional references to the Prophets, literary utopias from Plato to modern times, Robert Owen, French Utopians, and a few of the utopian communities established in the United States. These are sketchy, incomplete and are apparently intended to be suggestive only. Part II introduces us to "scientific" socialism and gives an account of the life and work of Marx. From a brief analysis of the theories of Marx emerge the "three cornerstones of Marxian theory," namely, the economic interpretation of history, the theory of the class struggle, and the theory of value. Part III, covering the period from 1880 to 1914, traces the socialist movements in Germany, including the "revisionist" dissent from Marx, Fabianism and Guild Socialism in England and Syndicalism in France. In Part IV the scene shifts to Russia for a history of the Communist movement up to the present war. Part V resumes the history of the socialist and labor party movements in western Europe and England and adds accounts of similar movements in all other nations where such movements have appeared. With the historical and descriptive material out of the way, Part VI summarizes a body of theoretical material which appeared in England and the United States between the world wars. At least three factors stimulated the writers directly; namely: Russia, totalitarianism, and the great depression. Also, there was some response to the impact of the social and psychological sciences upon certain socialist assumptions. The result was the appearance of numerous and conflicting theories. This digest is one of the most important parts of the book. The chap-

ters in Part VII, dealing with the cooperatives, bring their histories down to date and relate them to the general socialist program.

Such is the content of the book. Its value will vary, of course, with the reader's needs. It is intended to serve as a textbook for classroom use. From it students should be able to get an excellent picture of these various movements, something much needed in an area of so much conflict, erroneous ideas, and emotional bias. It is the most comprehensive text available. Furthermore, it should give students an over-all conception of a revolution in thought, a great general movement which is an important factor shaping the modern world.

To those readers who are already familiar with the history of the socialist movements the first half of the book will be refreshing but not new. To such persons the most valuable parts are the chapters on Russia and those summarizing socialist thought in the period between the world wars. It is also valuable to have the various movements in all countries brought up to date. One might differ with Laidler as to organization, selection of materials, and evaluations, but he achieves his main goal, namely, the creation of an impression of one of the great epochs in human thought.

WALTER B. BODENHAER

Washington University

Asia on the Move. By BRUNO LASKER. New York: Henry Holt and Company, 1945. Pp. xiii + 207. \$3.00. (Issued under the auspices of the American Council, Institute of Pacific Relations.)

This is a summary of population migrations in Asia, first as to before the War, then as affected by the War and a discussion of the matter as related to after the War conditions. It is an authoritative and invaluable work on migrations particularly needed and deserving careful study. America has slowly come to realize its inescapable destiny as a Pacific power and as such must next seek to understand Asia. There two-thirds of the world's people live, broken into four more or less distinct regions and types—India, Southeast Asia (including the islands), China, and Asiatic Russia. Between these appendages to the Tibetan plateau, there has been a constant interchange of population and culture, particularly from the tips. Each change of social conditions has greatly influenced these population movements. After this War the immensity of population readjustments will be "the most

frightening task that has ever confronted man."

The work includes so much of value that it is impossible even to indicate it all in a review. It does show, however, that our conventional picture of the Asiatic population situation is inadequate. First, Asiatics dislike each other in the same manner that we often dislike other peoples and generally with the same bitternesses and for the same motives (differences in culture, economic competition, color, odor, etc.). Second, contrary to the general idea, within each region population tends to be maldistributed so that those of heavy concentration of population are often paired with others untouched (at least now) by human hands. (Java vs. Sumatra; Menam (Chaophya) Valley, Thailand vs. Korat plateau; Luzon vs. Mindanao; Honshu vs. Hokkaido; Peking-Shanghai region vs. Manchukuo; lower vs. upper Yangtze Kiang valley; lower vs. upper Irrawaddy valley, etc.). Three, these inequities arise because mass movements of population are "not to the uncultivated fringe" but increasingly the other way, contrary to most theories about Asia. This occurs so much that peoples of today do not even know the values of the back regions. (Many of the great Asiatic civilizations of the past were located in these backward regions of today—Ceylon, Korat Plateau, Hindu civilizations in what is now French Indo-China jungle.) Fourth, the problem after the War (implied all through the work) will be at least of a triple nature—population control in some regions, interchange between cultures in others, and development of the "backward regions" within each culture.

Of the many things done by the professional social scientist during periods of crises, nothing contributes more, harms less, than the patient uncovering of the new facts necessary for the society in its newer and forthcoming convalescence. Here we have a splendid example of this at its best. Its weakness, to repeat something the Institute of Pacific Relations ought to know by now, is lack of maps. What Chinese, not to mention Westerner, can name and locate the provinces of China? Any book on Asia ought to have a simple geographic chart for each chapter.

CARLE C. ZIMMERMAN

Harvard University

The Science of Man in the World Crisis. Edited by RALPH LINTON. New York: Columbia University Press, 1945. \$4.00.

This is clearly an ambitious title; and this is an ambitious book. On the opening page the editor tells us that "the time would seem to be

ripe for a new synthesis of science, especially of those sciences which deal with human beings and their problems. By its very definition, the science of anthropology makes its bid for this position." Since anthropology is defined in the next sentence as "the science of man and his works," one might rephrase the title as "Anthropology Today." This is less pretentious but fully as accurate. Or one might call it "Race and Culture in World Perspective." Certainly the editor would be the first to admit that not all the science of man is touched upon here; he would also agree that not all that is here put down is science; some of it is opinion; some of it is sheer propaganda; much of it needs further clarification before it is admitted to the purified realms of science.

Nor need one take any umbrage at the implication that this may be a bid for the place commonly assigned to sociology. These two fields have been drawing closer and closer together for several decades. They have found a common field in the study of culture, the basic analysis of which the sociologists have gleefully and greedily borrowed from the anthropologists. Certainly the sociologist will welcome the editor's view (p. 4) that "No trespassing" signs are out of date, for he will find this a meaty volume, nourishing, sustaining, and stimulating.

There are altogether twenty-one chapters and twenty-two different authors, beginning with the editor's analysis of the field of anthropology and ending with Grayson Kirk's study of the interrelations of war, nationalism, and internationalism. In between are three chapters centered on racial themes followed, by six devoted to culture, its meaning, changes, transfer, and relations to personality. In the next chapter on world resources, Howard Meyerhoff effectively advances the thesis that the present and future distribution of power is determined by the location of coal deposits. Then follows Karl Sax's acute discussion of certain population matters, including several telling observations on some current issues. We then come to five chapters on minority problems, in the course of which Raymond Kennedy pays his respects to the British colonial administration, Julian H. Steward and Manuel Gamio write instructively on the growth and changes of the Indian population of the Americas and Indianist policies, Felix M. Keesing sets forth the uses of anthropology to the colonial administrator, and incidentally to the missionary, and Louis Wirth treats of the general aspects of minority group problems, though his classification makes the population of India a

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minority group and the meaning he attaches to "dominant ethnic minority" (p. 356) is not clear. His enthusiasm for Russia's minority policies, however, shines crystal clear. The next three and last of the in-between chapters deal with research problems: Carl C. Taylor outlines the progress in community, especially rural community, research; John Dollard presents a cogent theory of how new habits are acquired; and Paul Lazarsfeld and Genevieve Knupfer relate communications research to international co-operation. Thus, in spite of several changes of direction the book has an over-all unity not usually attained in such symposia due to the retention of culture as the central theme.

Obviously one cannot write in this brief space a critique of so much basic material, even if one were qualified to do so. The principal obscurity among the concepts presented seems to me to be Kardiner's conception of "basic personality structure." Just what is meant by this term is never clearly stated and its meaning continually eludes one. The reader seems to be chasing around a circle: Culture patterns are somehow related to basic personality structure and the latter in some way seems to determine the former. Perhaps this is all clear to the initiated, but this reader confesses himself baffled.

A number of these chapters are, however, gems of clarity and precise thinking. Shapiro has an admirably clear and discriminating discussion of human biology and its social implications in which he holds a judicial balance between racialists and culturists. Krogman discusses race with scientific discernment, only to lapse into logical confusion and sentimental verbiage on the final page. Klineberg continues his evangel, even going to the extreme of denying any relation between structure and function within "the normal range of human physical characteristics." He seems, however, to get into some logical contradiction by admitting that breeds of dogs may differ in mental traits, but

this could not be true of races of men. Surely one cannot conclude from this that any brain is as good as any other. It is one thing to show that all races are alike and quite another to show that they, whether in relatively pure state or in their various mixtures, are equal in cultural capacity. Krogman's statement (p. 41) that all races are 90 per cent alike in basic physical characteristics and differ only in 10 per cent is admittedly largely rhetorical; the fact is that the number of actually known identical genes is very tiny, but we do know that gene substitutions are of rather frequent occurrence. Moreover, biology is replete with illustration of where a single mutation may result in striking alteration of traits. We might well for a time dispense with the numerous *obiter dicta* that have crept into the investigation of the cultural capacities of different branches of the human family on the ground that the data are not yet adequate to solution. Assertions of inferiority are so tied up with the present distribution of political and economic power and assertions of equality are so imbued with the strivings of minority groups that research tends to become clouded by emotion. The fact is, of course, that from the standpoint of democratic ideology the question of quality of capacity has nothing whatever to do with political and economic rights.

Sociologists will find the chapters dealing with culture of great value. They are all excellent. The theory of learning systematically developed by Dollard is implicit also in the chapters by his Yale colleagues, Kennedy and Murdock. By and large this work seems likely to become something of a landmark. It gives anthropology a new personality from the standpoints of both the academic and the lay publics. If this is the first bid for recognition as the synthesizing science of man, let's have the second as soon as advances permit.

FRANK H. HANKINS

Smith College

BOOKNOTES

One America. The History, Contributions and Present Problems of Our Racial and National Minorities. By FRANCIS J. BROWN and JOSEPH SLABEY ROUCEK. New York: Prentice-Hall, Inc., 1945. 717 pp. \$3.75.

This book is the new edition of *Our Racial and National Minorities* which appeared in 1937, and represents a thoroughgoing revision of the original publication. Several new chapters have been added, particularly those dealing with the war, which is considered to create new

minority problems and shifting group relations; among the 30-odd contributors can be found names which were not included in the original addition; and most of the original chapters have been completely rewritten and brought up to date. It is the authors' purpose to show that the war has brought a redefinition of many minority group values and that this has tended to break down many of the barriers of group interaction. One might wish for a better developed conceptual framework within which

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to evaluate the structure and function of minority groups, but the number of minorities described and the amount of material covered could be included only at the sacrifice of a necessarily lengthy theoretical orientation.

Demobilization of Wartime Economic Controls. By JOHN MAURICE CLARK. New York: McGraw-Hill Book Co., 1944. Pp. 217. \$1.75.

The third in the series of analyses by the Committee for Economic Development, this book centers on the proposition that there will be a need for postwar economic controls, because not even the forthcoming demand for durable goods will suffice to furnish ample employment. Recommendations are made for a gradual disbanding of some of the wartime controls, and for possible government and private controls extending over the long run in such areas as production and materials, transportation, manpower, wages, prices, credit, "healthy competition," and international economic relations. Most of the alternative methods of control suggested are not readily reconciled to the concluding statement that "our economy is not in a condition in which it can afford to ignore unconventional ideas."

The Common Interest in International Economic Organization. By J. B. CONDLIFFE and A. STEVENSON. Montreal: International Labour Office 1944. 135 pp. \$1.50.

This book is a product of a desire on the part of the International Labour Office to "render a service by publishing a simple statement of benefits to be derived from international trade in the conditions of the modern world and of the ways in which these benefits might be secured without endangering the economic development and full employment on which social security and higher living standards might be based" (p. ii). Mr. Condliffe, Professor of Economics in the University of California and Associate Director of the Division of Economics and History of the Carnegie Endowment for International Peace, and Mr. Stevenson, Research Associate in the latter organization, have undertaken this task by defining certain objectives of post-war economic and social policy, by analyzing the changing conditions of production and trade, and by discussing special problems involved in the transition from a war to a peace economy. Their conclusion is that international economic co-operation is essential to lasting peace, but that this consideration is sec-

ond to setting up the political machinery of international organization.

Cumulative Analytical Index to the "Proceedings" of the American Prison Congresses, Covering the Years 1935-1943 Inclusive. Compiled by HERMAN K. SPECTOR. New York: The American Prison Association, 1945. 86 pp.

A bibliography alphabetized by topic and author covering the materials mentioned in the title.

Chile: An Economy in Transition. By P. T. ELLSWORTH. New York: The Macmillan Company, 1945. 183 pp. \$3.00.

This little volume is devoted primarily to an analysis of one example of adjustment in balance of payments in the international economy. Chile, a small country exporting up to 40 per cent of her annual production during the 1930's (p. 1), offers the author an unusual opportunity to study the effects of the Great Depression in forcing a small nation from a fairly typical colonial economy to a position of greater independence. Although the analysis is primarily economic, sociologists interested in the influence of a particular economic structure on the overall social organization of a people will find in this study many implications that a straight sociological analysis might overlook.

Federal-State Relations in Education. Washington: American Council on Education and the Educational Policies Commission, 1945. 47 pp. \$25.

This pamphlet published under the joint sponsorship of the Problems and Policies Committee of the American Council on Education and the Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators, describes "the drift toward the federalization of education in the United States" (p. 7) and suggests future policy for federal participation in education.

American Policy toward Palestine. By CARL J. FRIEDRICH. Washington: American Council on Public Affairs, 1944. 106 pp. \$1.00.

This monograph deals with official American policy with respect to Palestine from the time of Wilson to the present and concludes: "It is clear then that the American policy toward the National Home was defective and has aggravated the Palestine problem" (p. 52).

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How to Tell Progress from Reaction: Roads to Industrial Democracy. By MANYA GORDON. New York: E. P. Dutton Company, 1944. 320 pp. \$3.00.

The Preface to this book says that it "seeks to determine what advantages the working people in a democracy may hope to derive from complete government ownership of industry and whether government ownership is compatible with the democratic way of life" (p. ix). There is a Chronology of important names and events along the way, beginning with Plato through to Sir William Beveridge. A great many topics are considered (e.g. collective bargaining, better homes, government in business, free lunches in industry, social security) and generally interpreted as signs pointing to the slow realization of the democratization of industrial life. The industry, scholarship, and point of view of the author may be better appreciated, perhaps, when it is recalled that her last title before this was the well-known *Workers before and after Lenin* (E. P. Dutton, 1941).

Conserving Marriage and the Family. By ERNEST R. GROVES. New York: The Macmillan Company, 1944. 145 pp. \$1.75.

"Whether or not to get a divorce" is the question that Professor Groves considers in this little volume which "seeks to bring out as the domestic counselor does in conversation, the self-understanding needed for the making of a sensible decision" (p. vi). A list of names and addresses of organizations and professional persons concerned with matrimonial guidance further serves the purpose of the book.

Creative Demobilization: Volume I, Principles of National Planning; Volume II, Case Studies In National Planning. By E. A. GUTKIND, et al.: New York: Oxford University Press, 1944. 331 + 280 pp. \$6.00.

This two-volume work in the International Library of Sociology and Social Reconstruction represents a British addition to literature on national planning. The first volume is devoted to a discussion of various planning experiments, particularly in Russia and the United States; the second volume presents case studies of planning experiments in the areas of demography, agriculture, and industry.

Claims to Territory in International Law and Relations. By NORMAN HILL. New York: Oxford University Press, 1945. 248 pp. \$3.00.

In keeping with the author's stated intention

in this volume to analyze international territorial disputes "with a view to a better understanding of their nature and the procedures available for their solution," rather than "to advance solutions to particular territorial disputes" (p. v), major controversies of the nineteenth and twentieth centuries are discussed. The study rests largely on disputes in Europe and the Americas, particularly those involved in the Paris Peace Conference, and is organized around such various reasons or rationalizations advanced for acquiring additional territory as ethnic similarity, economic advantage, common cultural history, and necessity for strategic boundaries, waterways or military bases.

Experiments on the Effects of Music on Factory Production. By WILLARD A. KERR. Applied Psychology Monographs of the American Association for Applied Psychology, No. 5. January 1945. Stanford: Stanford University Press, 1945. 40 pp. \$1.00.

A report on experimental studies of the effect of music on factory production. The interpretation reached is that "Despite the absence of 'statistically significant' critical ratios for individual experiments, the pattern of results in the various investigations is consistent in indicating that music does affect production in the type of repetitive manual operations studied" (p. 34).

Representative Bureaucracy: An Interpretation of the British Civil Service. By J. DONALD KINGSLEY. Yellow Springs, Ohio: The Antioch Press, 1944. 324 pp. \$3.50.

Sociologists will find this book an illuminating expansion of some of the larger aspects of social organization. With the coming of the middle class state, bureaucracy takes on a different form. A collectivist structure of society makes the administrative techniques of organization, co-ordination and control, of central importance. The basic problems of management are determined by the characteristics of newer collective enterprise rather than by the older forms of property ownership. Management or administration, takes a dominant place and parliaments no longer govern, but function as critics of administration. When faced, however, by a war crisis which demands full production, the bureaucracy of a middle class state is hampered by its old property relations, so that in a total war a new set of administrative arrangements providing concentration of control and planning, are necessary. The new planning

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(not "planned") state, will require imagination in administrative relations and an increase in centralization of line operations.

Social Work Year Book 1945. Edited by RUSSELL H. KURTZ. New York: Russell Sage Foundation, 1945. 620 pp. \$3.25.

This current issue of a well-known social work reference book is descriptive of the organized activities in social work and related fields. Two major divisions are presented: the first contains 75 topical articles surveying the vast area of social work; the latter division consists of two directories of national agencies, both governmental and voluntary, whose functions, organized activities, and programs are related to the topical discussions of part one. Wartime developments focused toward the meeting of changing needs of this country and those important events occurring since the publication of the 1943 *Social Work Year Book* receive emphasis.

Public Journal: Marginal Notes on Wartime America. By MAX LERNER. New York: The Viking Press, 1945. 414 pp. \$3.00.

Devotees of Max Lerner will welcome this collection of editorial comments, originally published in *PM*, on the various and sundry topics of public interest during 1943 and 1944. Ranging from Errol Flynn to the 1944 Presidential Campaign to the Conference at Teheran, the discussions reprinted here represent Lerner's liberal approach to current exemplifications of the general tenor of American thinking and behavior—picayunish and magnificent—during the war period.

Providing for Unemployed Workers in the Transition. By RICHARD A. LESTER. New York: McGraw-Hill Book Company, 1945. 152 pp. \$1.50.

Concerned with the specific problem of providing for the unemployed worker rather than with that of preventing unemployment during the transition period, Mr. Lester makes a case for unemployment compensation as the best way of meeting the problem, and suggests that measures such as federal grants to state relief budgets, public works, and general and vocational education programs be used only as supplementary means of providing for the unemployed worker.

Mexico's Role in International Intellectual Co-operation. Inter-Americana Short Papers, VI.

Albuquerque: The University of New Mexico Press, 1945. 60 pp. \$.65.

The volume contains the papers of five Mexican scholars invited to speak on various aspects of "Mexico's Role in International Intellectual Co-operation"—the title of the conference held in Albuquerque on February 24-25, 1944, under the sponsorship of the University of Texas and the University of New Mexico.

Industry-Government Co-operation: A Study of the Participation of Advisory Committees in Public Administration. By CARL HENRY MONSEES. Washington: Public Affairs Press, 1944. 78 pp.

The area of social organization, as the sociologist sees it, is extended and described by an account of 750 advisory committees of businessmen and industrialists attached to the WPB, OPA, WMC, WFA, PAW, ODT, the War Department, the Bureau of the Budget and other agencies. The facts presented are interpreted as an example of a relatively new relationship between American industry and government in our democratic way of life. This monograph is a contribution to the extension of knowledge of social organization and the social process in a democracy in a war crisis.

Fertility Rates and Migration of Kentucky Population, 1920 to 1940, as Related to Communication, Income, and Education. By MERTON D. OYLER. Lexington: Kentucky Agricultural Experiment Station Bulletin 469, 1944. 43 pp. Gratis.

This bulletin is the result of a doctoral thesis submitted to the Department of Sociology of the University of Chicago. The findings, in general, bear out those of similar studies; namely: that inverse relationships exist between fertility and income, fertility and number of communication facilities, and between fertility and amount of education; that the highest out-migration rate occurs among youth 20-24; that positive relationships exist between out-migration and low income, and between out-migration and amount of education.

Reference Guide for Michigan Juvenile Court Reporting. By the Committee on Juvenile Court Statistics of the Michigan Probate Judges' Association. Lansing: State Department of Social Welfare 1945. 45 pp. No price indicated.

Directed to Probate Judges of the State of

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Michigan, this guide "presents a general picture of the Michigan Juvenile Court Reporting System," and "gives specific definitions and instructions on how to fill in and submit forms" (page 4).

A Study of The Social Effects of Public Housing in Newark, N. J. By JAY RUMNEY and SARA SHUMAN. Housing authority of the City of Newark, November 1944. 95 pp.

This monograph is a control group study of certain social and health factors during 1942 and 1943 among the residents of three public housing projects in Newark, New Jersey. The control consisted of three city wards having residents of similar type to the families in the three projects. Declines for the project families were reported in home accidents, tuberculosis, infant mortality, communicable diseases, and in juvenile delinquency for two of the three projects. The project families had a higher birthrate and their children had better school records than was the case for the populations in the wards. A case analysis was made of a stratified random sample of 71 families in the project and provides a realistic picture of family backgrounds, economic conditions and social attitudes. Selective factors operating at time of admission to the projects could explain differences in favor of the project residents unless the matching between the experimental group (project residents) and the control groups (ward populations) was done with adequate precision on several factors.

Social Insurance: Part I, Social Insurance, Part II, Workmen's Compensation. By the Ministry of Reconstruction. New York: The Macmillan Company, 1944. 64 + 31 pp. \$75.

A British Government release of a statement of policy with respect to the proposed revision of social security and workmen's compensation laws to meet problems of post-war reconstruction.

Social Policy in Dependent Territories. Montreal: International Labour Office, 1944. 185 pp. \$1.50.

Prepared by a member of the International

Labour Office, Mr. Wilfrid Benson, this volume presents the proposals adopted by the International Labour Conference with respect to "minimum standards of social policy in dependent territories" (p. i), in addition to a survey of the main characteristics of social policy in dependent territories since the first world war, a summary of the work of the International Labour Organization during the inter-war period, and an analysis of "some of the guiding principles which are of importance in the development of international cooperation..." (p. ii).

Latin America in the Future World. By GEORGE SOULE, DAVID EFRON, and NORMAN NESS. New York: Farrar and Rinehart, 1945. 372 pp. College Edition, \$2.50; Trade Edition \$3.50.

This product of the National Planning Association attempts to outline an action program by which "freedom from want" may be achieved in Latin America. Present standards of living, use of natural resources, and the economic structure of Latin American countries are appraised, and attention is given to changes wrought by the war. Numerous charts and tables give the reader an opportunity to evaluate at a glance some of the basic indices of living standards.

The Police and Minority Groups: A Program to Prevent Disorder and to Improve Relations between Different Racial, Religious, and National Groups. By J. E. WECKLER and THEO E. HALL. Chicago: The International City Managers' Association, 1944. 20 pp. \$.50 the single copy.

Interested primarily in preventing race riots through police control, the authors describe police activity during several recent periods of race tension, suggests ways of training police to cope with problems involved in interracial relations, and outline suggestions for organizing the police to prevent riots. The implication of the analysis is that the problem of race riots can be solved by preventing overt expression of racial tension through vigilant and more sympathetic policing.

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